DOCUMENT RESUME

ED 356 565 EA 024 832

AUTHOR Clark, Karen Lee
TITLE A Study of the Preparation of Education Administrators in the State of California.
PUB DATE Nov 92
NOTE 103p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Knoxville, TN, November 1992).
PUB TYPE Reports - Research/Technical (143) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS *Administrator Education; *Administrator Effectiveness; *Administrator Qualifications; *Educational Administration; Elementary Secondary Education; Higher Education; Public Schools
IDENTIFIERS *California; *California Commission on Teacher Credentialing

ABSTRACT

Increasing demands on educational administrators have made it essential to assess the programs that prepare them for their positions. The California Commission on Teacher Credentialing has identified essential school administrator skills. A study of California school administrators gauged how well preparation programs readied them for school administration. Fifteen hundred surveys were mailed at random to administrators; of this total 477 were returned, and of those, 300 were returned by elementary administrators, 82 by middle/junior high administrators, and 95 by administrators of high schools. The surveys covered several areas of educational administration: leadership, educational improvement, personnel, school-community relations, legal and financial matters, governance and politics, school management, organizational issues, instructional leadership, evaluation, professional and staff development, school law and political relations, fiscal management, human and material resources management, and cultural and socioeconomic diversity. Only the surveys returned from elementary school administrators were judged statistically valid. Administrators felt best prepared in the legal framework of American education and public schools, and financing public schools. Administrators felt least prepared in special program funding and laws, adult education, meeting limited-English-proficient student needs, building and materials planning, and computer technology. The majority of administrators also felt that university faculty who are also practicing administrators in public schools were best suited to teach administrator education programs. A sample survey is appended. (JPT)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED356565

A STUDY OF THE PREPARATION OF EDUCATION ADMINISTRATORS IN THE STATE OF CALIFORNIA

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
K. Clark
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA 024 832

BEST COPY AVAILABLE

A STUDY OF THE PREPARATION OF EDUCATION ADMINISTRATORS IN THE STATE OF CALIFORNIA

BY

KAREN LEE CLARK, ED.D.
SCHOOL OF EDUCATION AND HUMAN SERVICES
NATIONAL UNIVERSITY, 1992

THIS RESEARCH WAS FUNDED BY A
PRESIDENTIAL RESEARCH GRANT AWARDED
BY DR. JERRY LEE, PRESIDENT, NATIONAL UNIVERSITY

Table of Contents

Introduction..... 1

Statement of the Problem..... 2

Assumptions of the Study..... 2

Design, Time Period, and Execution Plan..... 2

Demographic Data..... 5

Narrative Results..... 5

Graph Results..... 13

Summary of Results..... 91

Implications for Further Investigation..... 92

Conclusion..... 94

Appendix A - Sample Survey..... 95

Introduction

There are many challenges which face educators in the State of California. With increasing demands placed on education administrators, it is essential to determine both the quality and effectiveness of programs being offered to individuals in pursuit of becoming successful education administrators. The most noted agency which identifies skills needed for education administrators to successfully meet this challenge, the California Commission on Teacher Credentialing, has identified specific competencies which when met, are designed to assist these professionals in successfully doing their job.

Currently, there exists a program designed in two tiers. Institutions of higher education providing both the preliminary and professional tier are required to include within their curriculum the competencies specified by the Commission. The responsibility of maintaining a superior academic program requires research and intense investigation in order for this commitment to be realized.

National University is dedicated to pursuing research in an effort to determine whether or not our current academic program in education administration is not only fulfilling the requirements of the commission, but also is meeting the needs of the individuals in the state who are actually doing the job of education administrators. This project is devoted to this mission.

Statement of the Problem

The purpose of this study is to determine how well practicing administrators in the State of California feel their courses in institutions of higher education prepared them for their current position as education administrators.

Assumptions of the Study

1. It is assumed that the administrators will participate in the study and demonstrate a sincere attempt to respond to the survey.
2. It is assumed that the survey will be completed by the participants without consultation with other participants.

Design, Time Period, and Execution Plan

The objective of this research is to duplicate an original pilot study for the purpose of measuring the opinion of elementary, middle/junior high school, and high school administrators on how well their courses in higher education prepared them for their current administrative positions as site administrators.

The description of the instrument used in this study is a seventy-three item questionnaire designed to identify all of the competencies currently identified by the Commission on Teacher

Credentialing in both the Preliminary Administrative Services Credential Program and the Professional Administrative Services Credential Program. Respondents to the instrument were instructed to give their opinion on each of the items on a three point response scale of "Not Well", "Somewhat", and "Very Well". In addition to the seventy-three item questionnaire, there are three additional items to the questionnaire and they include: (1) What administrative credential do you posses? (2) What is your current position, and (3) If you had a preference, would you prefer that education administration courses be taught by practicing administrators in public school or higher education faculty who are not currently practicing administrators in public schools?

Various areas of commonality are considered in the questionnaire and competencies are directly linked to categories identified by the Commission. Although not identified in the survey, as not to confuse the respondents, these areas include for the Preliminary Tier:

1. Educational Leadership
2. Improvement in the Educational Program
3. Management of Educational Personnel
4. School-Community Relations
5. Legal and Financial Aspects of Public Education

6. Educational Governance and Politics
7. School Management

Areas for the Professional Tier include:

1. Organizational Theory, Planning, and Application
2. Instructional Leadership
3. Evaluation
4. Professional and Staff Development
5. School Law and Political Relations
6. Fiscal Management
7. Management of Human and Material Resources
8. Cultural and Socio-Economic Diversity

The plan to execute this survey process included the following (1) Duplicating the survey developed for the original research project, (2) Distributing at random, fifteen hundred surveys to practicing administrators throughout the State of California, (3) Collecting and evaluating the data, and (4) Finalizing the results.

The time period for this second project was nine months. Surveys were not mailed to those respondents who participated in the original research study.

Demographic Data

Fifteen hundred surveys were mailed to administrators, at random. Of the fifteen hundred surveys distributed, a total of four hundred and seventy-seven were returned. Of the four hundred and seventy-seven, three hundred were returned by elementary administrators, eighty-two by middle/junior high school administrators, and ninety-five by high school administrators.

Administrators who held clear credentials numbered four hundred twenty-five, preliminary credentials numbered forty-four, other numbered five, no response numbered three. Eighty-seven percent (87.4%) preferred practicing administrators teach courses in education administration, eighteen percent (18%) preferred non-practicing administrators, six percent (6.5%) preferred a combination, and (2.3%) did not respond.

Results

For the purpose of this study, the findings will be limited to elementary school administrators as the respondent number is adequate for statistical generalizability. The number returned by middle/junior high school and high school administrators does not comply with a population justifying generalizability.

The findings will be recorded as follows. In response to the question: How well did your education courses in higher education prepare you for....?, the categories of "Very Well Prepared", "Somewhat to Very Well", "Somewhat", "Somewhat to Not Well" and "Not Well", will be reported. The deciding factor to place responses in designated categories is contingent on the fact that a majority of the respondents were of the same opinion on how well they felt education courses in higher education prepared them for their current administrative positions.

Please note that although the graphs reflect data from all three grade levels, the only significant findings, that of the elementary school administrators, will be summarized in this portion of this research project.

Elementary School administrators felt "Very Well" prepared in the following:

1. The historical and current legal framework of American Education and Public Schools.
2. Financing Public Schools in America; ie. (A) Historical and current sources and types of funding; (B) District-level funding and budgeting; and (C) Financial implications of personnel contracts and obligations.

Elementary School Administrators felt "Somewhat to Very Well" prepared in the following:

1. Concepts of Leadership
2. The Administrators role in group processes; ie., self-evaluation procedures, fundamentals of human relations, and professional ethics
3. Major movements in American curriculum and instruction as a basis for contemporary instructional patterns
4. Principles of human growth, development, and learning
5. General concepts and principles of personnel management
6. Fundamental concepts of authority, power, and influence
7. The governing roles of federal, state, and local agencies
8. Functions of schools boards and district administration in governance and policy making
9. Learning and instructional research and theory
10. Educational trends and issues
11. Evaluation of teaching effectiveness
12. The legal framework of national, state, and local schools, to include statutory and constitutional provisions pertaining to equal access to public education
13. Political jurisdictions and bodies that make and/or affect state and local educational policy

14. The application of established legal principles to policies and practices at the local school and district level

15. School district-level funding and budgeting

Elementary School Administrators felt "Somewhat" prepared in the following:

1. Inter and intra organizational decision making processes and techniques

2. Concepts and procedures related to total development of a school climate which promotes pupil learning

3. Fundamentals of short-term and long-range planning

4. Procedures for curriculum development and implementation

5. The roles of the school, parents, and the general community in the educational process

6. Developing, implementing, and evaluating goals, priorities, policies, and practices

7. Communications: ie., modes, policies, effects.

8. The theory and functions of human organizations as independent social entities within American society

9. Management strategies designed to achieve goals and objectives.

10. Human relations and the dynamics of groups

11. Current and emerging needs of society for the improvement of

school curriculum and practices

12. Evaluation of program and/or curriculum effectiveness

13. Evaluation of staff performance

14. Evaluation of pupil achievement

15. Current problems affecting school financing on state and local levels

16. Political forces that directly or indirectly have effect upon school practices

17. Sociological forces that directly or indirectly have effect upon school practices

18. Financial effects of personnel and other contractual obligations

Elementary school administrators felt "Somewhat to Not Well" prepared in the following:

1. The appropriate roles of staff, parents, pupils, and the community in curriculum development

2. Supervision and evaluation of curriculum and instruction, ie. (A) Curriculum, including racial, cultural, and sex factors, (B) Teaching and other instructional processes; and (C Pupil achievement

3. Appropriate use of resources-human, fiscal, and other

4. Concepts and techniques of staff development

5. Concepts and procedures related to direct services to pupils

6. Principles and processes for supervision and evaluation of certificated and classified staff

7. Identifying and working with community influence groups

8. The roles of professional organizations and unions

9. The roles of emerging groups and forces

10. The use of data collection procedures in school management

11. Principles of management of office, plant, and ancillary services

12. Procedures for pupil and staff conflict-resolution

13. Structuring and leading groups in a variety of organizational settings, to include school boards, parent and community groups, staff groups, and regional and state organizations

14. Strategies to meet diverse pupil needs

15. Conditions that result in low or high level pupil learning outcomes

16. Effective means to compare classroom, school, and school district instructional goals to outcomes

17. Theory and applications in achieving compromise, consensus, and coalitions to achieve educational goals

18. The organization and functioning of school district business

services departments

19. Effective staff utilization patterns which combine the needs and abilities of staff, organizational constraints, and available resources

20. Developing and implementing effective personnel policies

21. Short and long term planning procedures for filling staff needs

22. Concepts of cultural values and language diversity

23. Principles and procedures for involving all parents and other family members in school activities and in reaching educational objectives

Elementary School Administrators felt "Not Well" prepared in the following:

1. Implementation procedures for state and federal mandated special programs and procedures

2. Fundamentals of affirmative action, recruitment, selection, assignment, and dismissal of staff

3. Personnel relations; ie. (A) Fundamentals of collective bargaining, (B) Interpreting employment contracts, and (C) Working with a variety of formal and informal employee groups

4. Techniques and procedures for working with community agencies,

school site, councils, and other quasi-governing bodies

5. Application of computers and other technology

6. Procedures for stress management

7. Computer technology applied to instructional practices

8. Evaluating the role and effectiveness of specially funded programs

9. Collecting planning with other administrators and participants for instructional strategies for adult learners

10. The application of knowledge of the functioning of organizations to adult learning and performance

11. Means to integrate organizational goals specific programs of adult learning

12. Sources of funding to carry out staff development

13. Short and long range planning procedures for filling needs for building, equipment, and supplies

14. The general ethnic, racial, and religious composition of the state and specific composition of the local community

15. Programs and procedures for meeting the instructional needs of limited-english-proficient pupils

This completes the narrative results of the survey. Bar graph summaries follow in order to provide effective visual summaries.

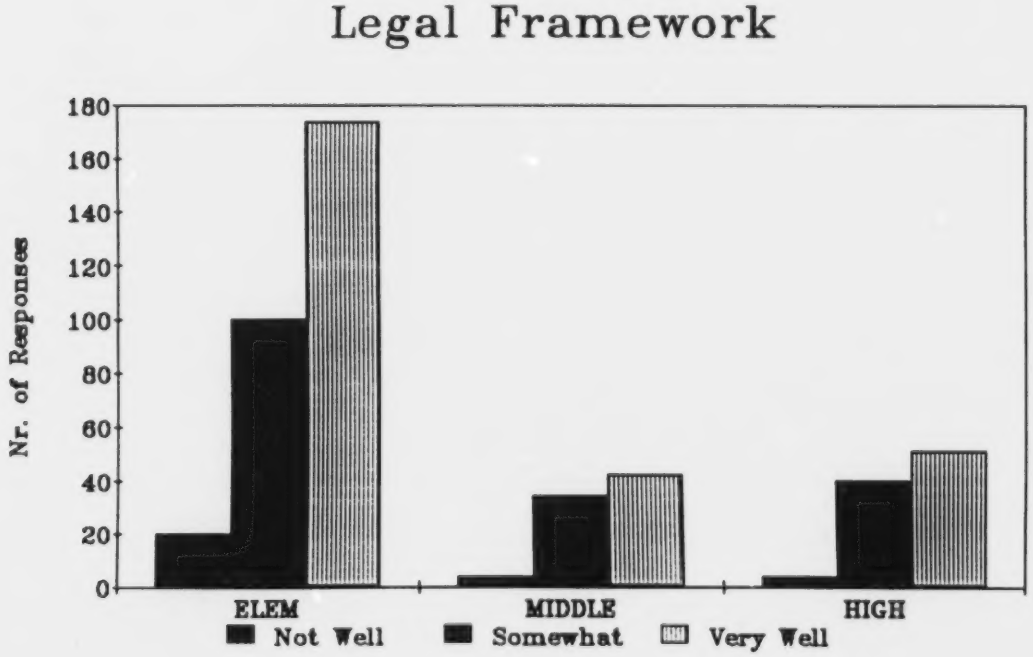
CATEGORY I

Elementary Schools Administrators Felt "Very Well Prepared" for.....

How well did your education courses in higher education prepare you for ...

ITEM 22: THE HISTORICAL AND CURRENT LEGAL FRAMEWORK OF AMERICAN EDUCATION AND PUBLIC SCHOOLS.

	n	1	2	3	NR	Mean
ALL	477	28	174	267	8	2.51
	100.00%	5.87%	36.48%	55.97%	1.68%	
ELEM	300	20	100	174	6	2.52
	100.00%	6.67%	33.33%	58.00%	2.00%	
MIDDLE	82	4	34	42	2	2.48
	100.00%	4.88%	41.46%	51.22%	2.44%	
HIGH	95	4	40	51	0	2.49
	100.00%	4.21%	42.11%	53.68%	0.00%	

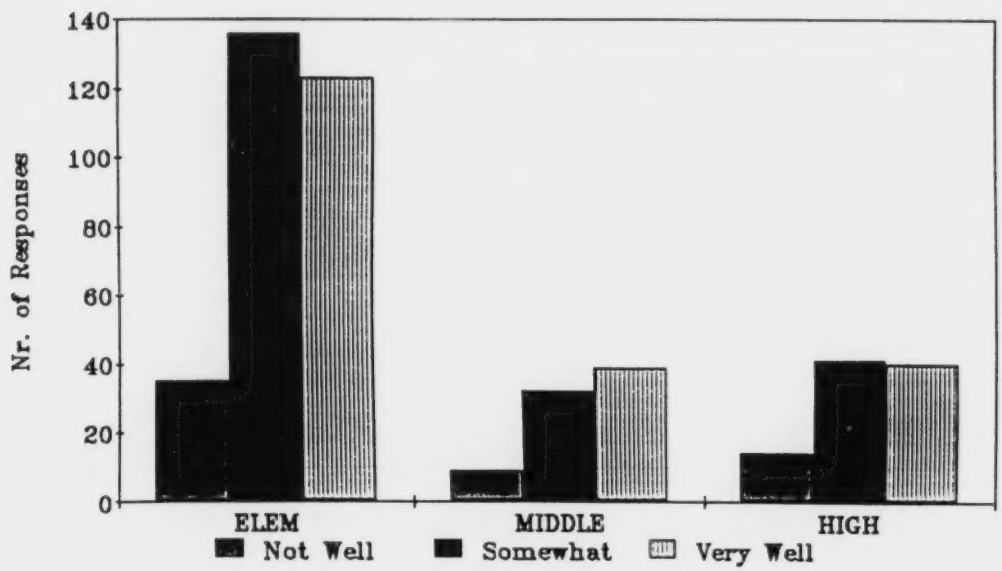


How well did your education courses in higher education prepare you for ...

ITEM 23: FINANCING PUBLIC SCHOOLS IN AMERICA; I.E., (A) HISTORICAL AND CURRENT SOURCES AND TYPES OF FUNDING; (B) DISTRICT-LEVEL AND SITE-LEVEL FUNDING AND BUDGETING; AND (C) FINANCIAL IMPLICATIONS OF PERSONNEL CONTRACTS AND OTHER OBLIGATIONS.

	n	1	2	3	NR	Mean
ALL	477	58	209	202	8	2.31
	100.00%	2.16%	43.82%	42.35%	1.68%	
ELEM	300	35	136	123	6	2.30
	100.00%	1.67%	45.33%	41.00%	2.00%	
MIDDLE	82	9	32	39	2	2.38
	100.00%	10.98%	39.02%	47.56%	2.44%	
HIGH	95	14	41	40	0	2.27
	100.00%	14.74%	43.16%	42.11%	0.00%	

Financing Public Schools



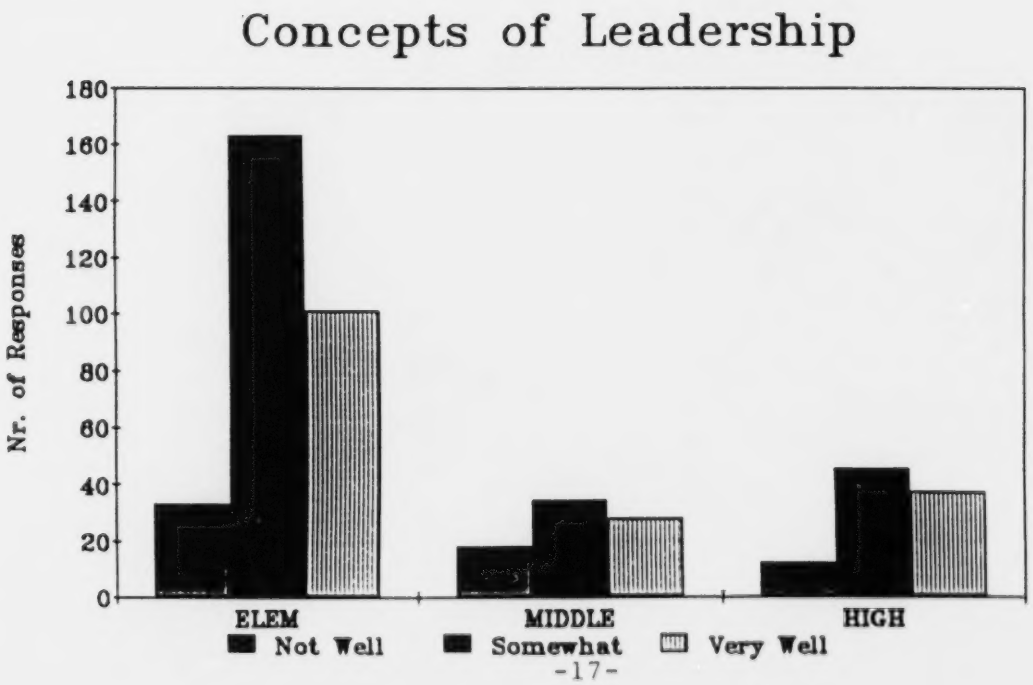
CATEGORY II

Elementary School Administrators Felt "Somewhat to Very Well" Prepared for....

How well did your education courses in higher education prepare you for ...

ITEM 1: CONCEPTS OF LEADERSHIP

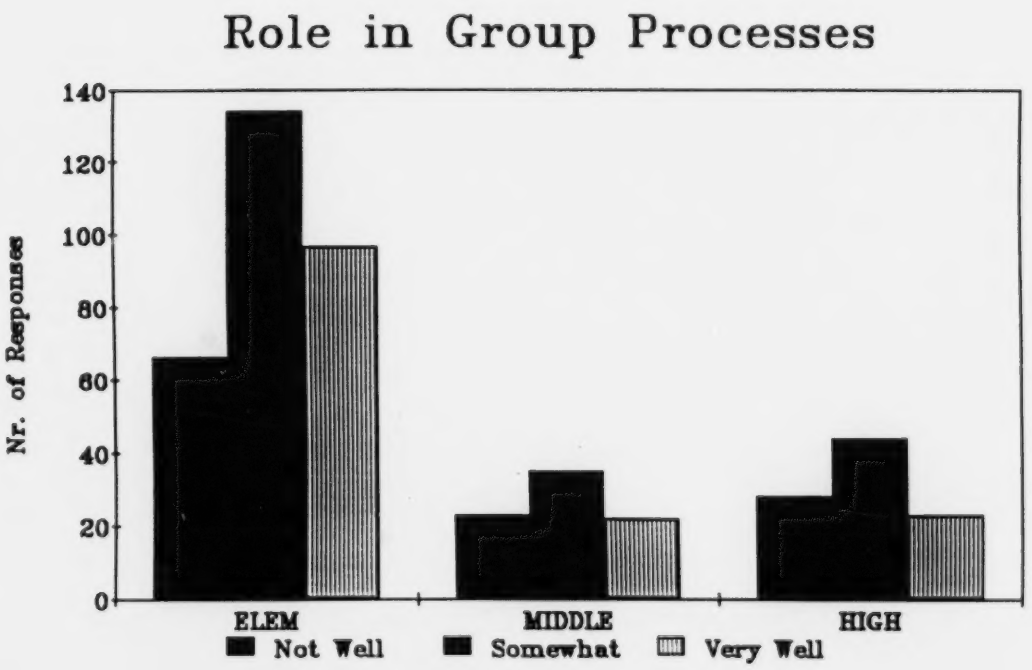
	n	1	2	3	NR	Mean
ALL	477	63	242	166	6	2.22
	100.00%	13.21%	50.73%	34.80%	1.26%	
ELEM	300	33	163	101	3	2.23
	100.00%	11.00%	54.33%	33.67%	1.00%	
MIDDLE	82	18	34	28	2	2.13
	100.00%	21.95%	41.46%	34.15%	2.44%	
HIGH	95	12	45	37	1	2.27
	100.00%	12.63%	47.37%	38.95%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 2: THE ADMINISTRATOR'S ROLE IN GROUP PROCESSES; I.E., SELF-EVALUATION PROCEDURES, FUNDAMENTALS OF HUMAN RELATIONS, AND PROFESSIONAL ETHICS.

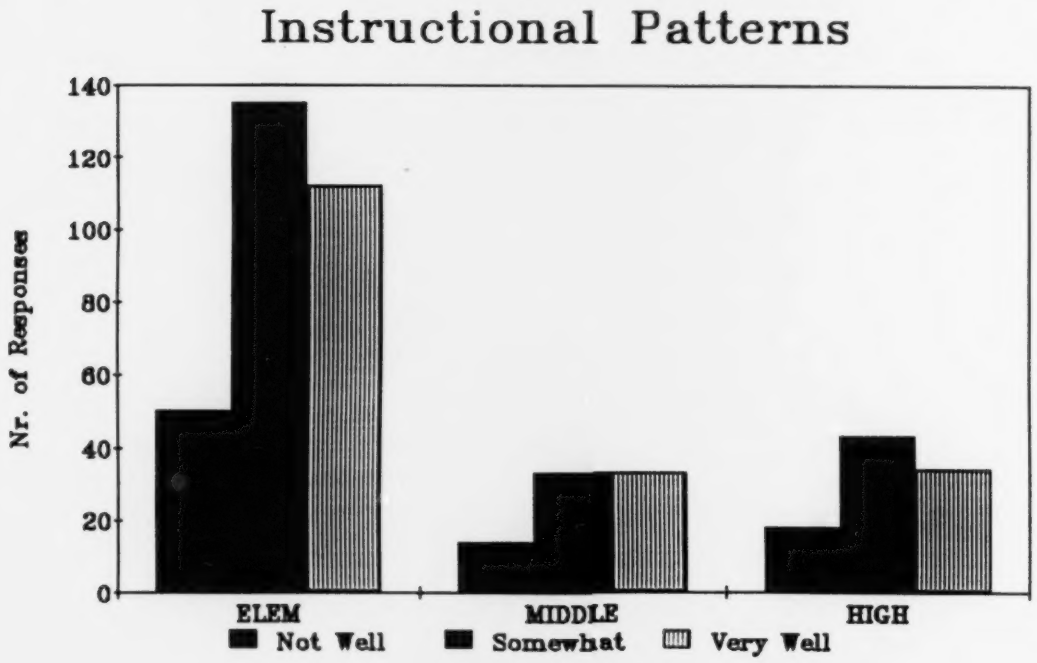
	n	1	2	3	NR	Mean
ALL	477	117	213	142	5	2.05
	100.00%	24.53%	44.65%	29.77%	1.05%	
ELEM	300	66	134	97	3	2.10
	100.00%	22.00%	44.67%	32.33%	1.00%	
MIDDLE	82	23	35	22	2	1.99
	100.00%	28.05%	42.68%	26.83%	2.44%	
HIGH	95	28	44	23	0	1.95
	100.00%	29.47%	46.32%	24.21%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 6: MAJOR MOVEMENTS IN AMERICAN CURRICULUM AND INSTRUCTION AS A BASIS FOR CONTEMPORARY INSTRUCTIONAL PATTERNS.

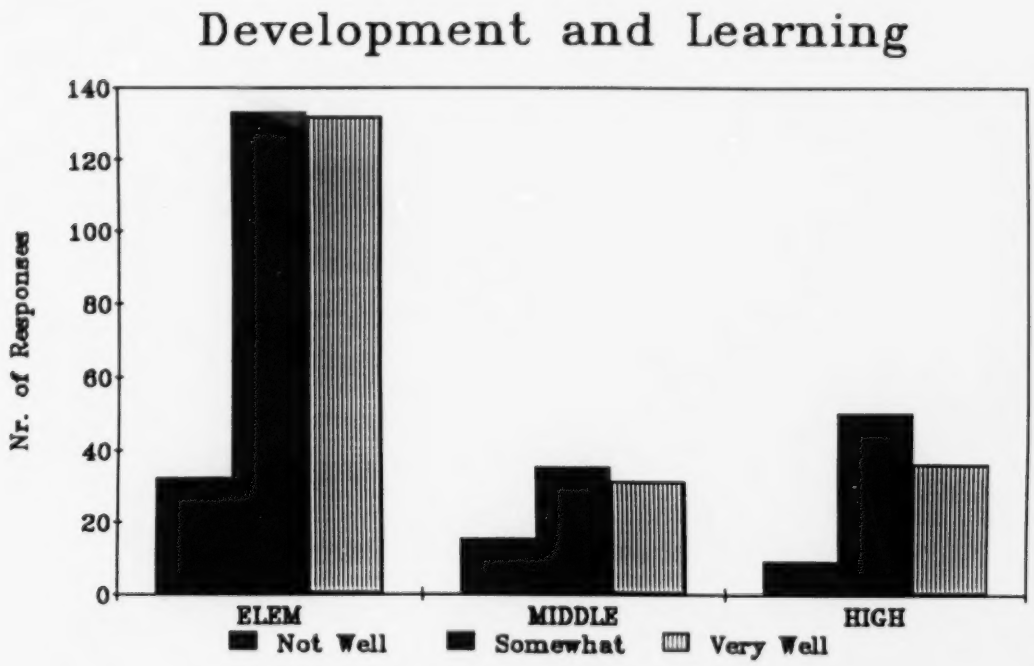
	n	1	2	3	NR	Mean
ALL	477	82	211	179	5	2.21
	100.00%	17.19%	44.23%	37.53%	1.05%	
ELEM	300	50	135	112	3	2.21
	100.00%	16.67%	45.00%	37.33%	1.00%	
MIDDLE	82	14	33	33	2	2.24
	100.00%	17.07%	40.24%	40.24%	2.44%	
HIGH	95	18	43	34	0	2.17
	100.00%	18.95%	45.26%	35.79%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 7: PRINCIPLES OF HUMAN GROWTH, DEVELOPMENT, AND LEARNING.

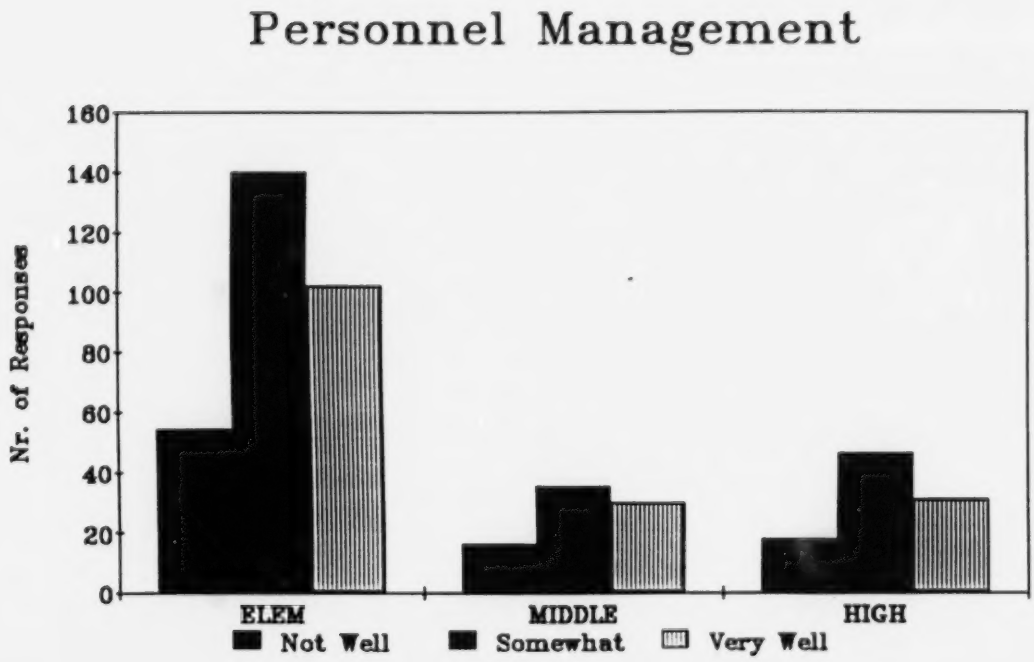
	n	1	2	3	NR	Mean
ALL	477	56	218	199	4	2.30
	100.00%	11.74%	45.70%	41.72%	0.84%	
ELEM	300	32	133	132	3	2.34
	100.00%	10.67%	44.33%	44.00%	1.00%	
MIDDLE	82	15	35	31	1	2.20
	100.00%	18.29%	42.68%	37.80%	1.22%	
HIGH	95	9	50	36	0	2.28
	100.00%	9.47%	52.63%	37.89%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 15: GENERAL CONCEPTS AND PRINCIPLES OF PERSONNEL MANAGEMENT

	n	1	2	3	NR	Mean
ALL	477	88	221	163	5	2.16
	100.00%	18.45%	46.33%	34.17%	1.05%	
ELEM	300	54	140	102	4	2.16
	100.00%	18.00%	46.67%	34.00%	1.33%	
MIDDLE	82	16	35	30	1	2.17
	100.00%	19.51%	42.68%	36.59%	1.22%	
HIGH	95	18	46	31	0	2.14
	100.00%	18.95%	48.42%	32.63%	0.00%	

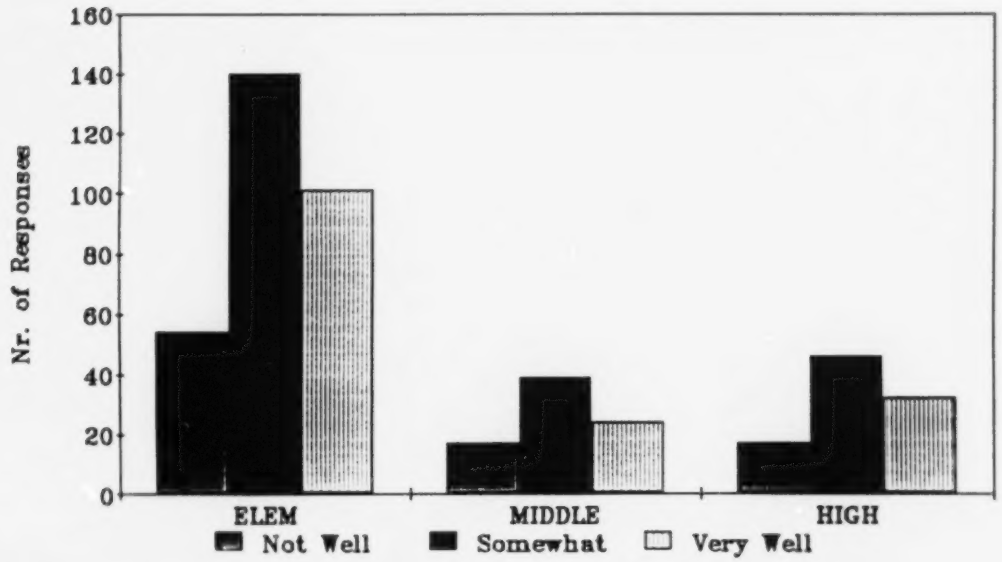


How well did your education courses in higher education prepare you for ...

ITEM 24: FUNDAMENTAL CONCEPTS OF AUTHORITY, POWER, AND INFLUENCE.

	n	1	2	3	NR	Mean
ALL	477	88	225	157	7	2.15
	100.00%	18.45%	47.17%	32.91%	1.47%	
ELEM	300	54	140	101	5	2.16
	100.00%	18.00%	46.67%	33.67%	1.67%	
MIDDLE	82	17	39	24	2	2.09
	100.00%	20.73%	47.56%	29.27%	2.44%	
HIGH	95	17	46	32	0	2.16
	100.00%	17.89%	48.42%	33.68%	0.00%	

Authority and Power

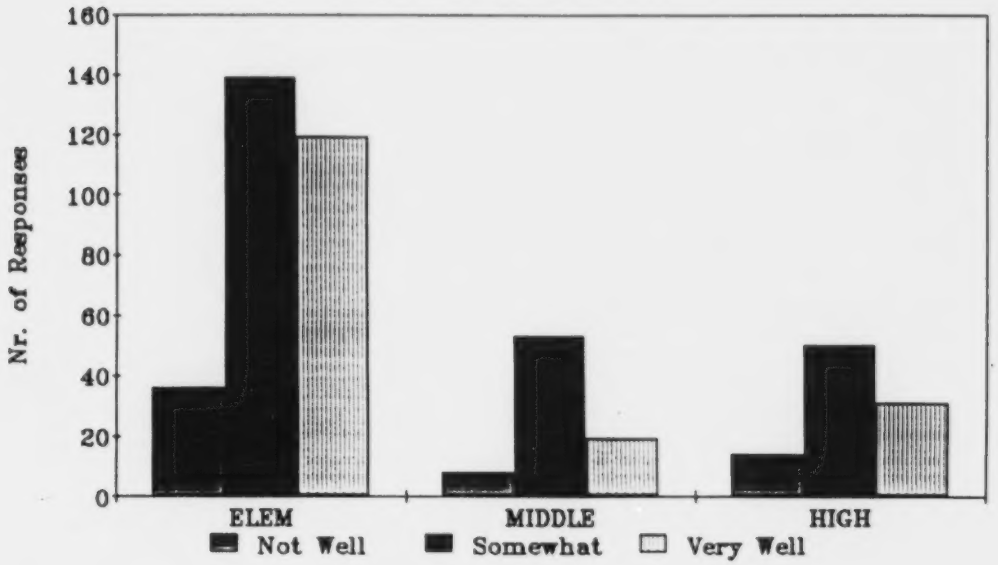


How well did your education courses in higher education prepare you for ...

ITEM 25: THE GOVERNING ROLES OF FEDERAL, STATE, AND LOCAL AGENCIES.

	n	1	2	3	NR	Mean
ALL	477	58	242	169	8	2.24
	100.00%	12.16%	50.73%	35.43%	1.68%	
ELEM	300	36	139	119	6	2.28
	100.00%	12.00%	46.33%	39.67%	2.00%	
MIDDLE	82	8	53	19	2	2.14
	100.00%	9.76%	64.63%	23.17%	2.44%	
HIGH	95	14	50	31	0	2.18
	100.00%	14.74%	52.63%	32.63%	0.00%	

Governing Agencies

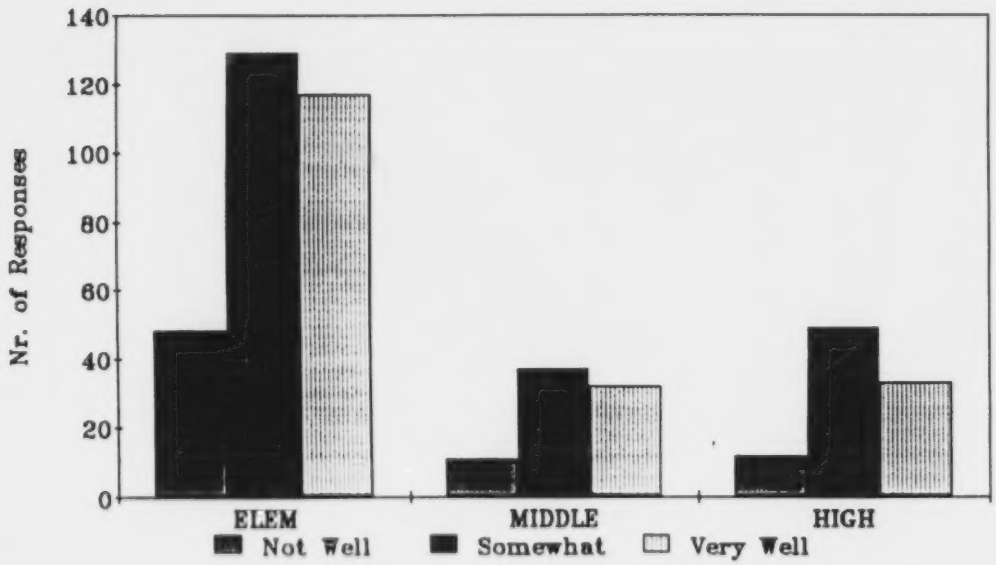


How well did your education courses in higher education prepare you for ...

ITEM 26: FUNCTIONS OF SCHOOL BOARDS AND DISTRICT ADMINISTRATIONS IN GOVERNANCE AND POLICY MAKING.

	n	1	2	3	NR	Mean
ALL	477	71	215	182	9	2.24
	100.00%	14.88%	45.07%	38.16%	1.89%	
ELEM	300	48	129	117	6	2.23
	100.00%	16.00%	43.00%	39.00%	2.00%	
MIDDLE	82	11	37	32	2	2.26
	100.00%	13.41%	45.12%	39.02%	2.44%	
HIGH	95	12	49	33	1	2.22
	100.00%	12.63%	51.58%	34.74%	1.05%	

School Boards & Districts

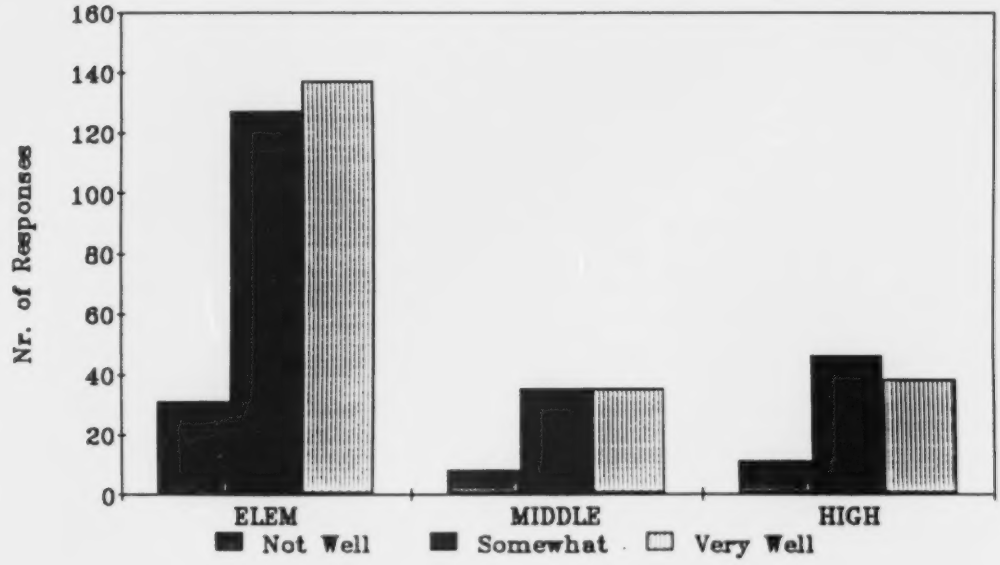


How well did your education courses in higher education prepare you for ...

ITEM 40: LEARNING AND INSTRUCTIONAL RESEARCH AND THEORY.

	n	1	2	3	NR	Mean
ALL	477	50	208	210	9	2.34
	100.00%	10.48%	43.61%	44.03%	1.89%	
ELEM	300	31	127	137	5	2.36
	100.00%	10.33%	42.33%	45.67%	1.67%	
MIDDLE	82	8	35	35	4	2.35
	100.00%	9.76%	42.68%	42.68%	4.88%	
HIGH	95	11	46	38	0	2.28
	100.00%	11.58%	48.42%	40.00%	0.00%	

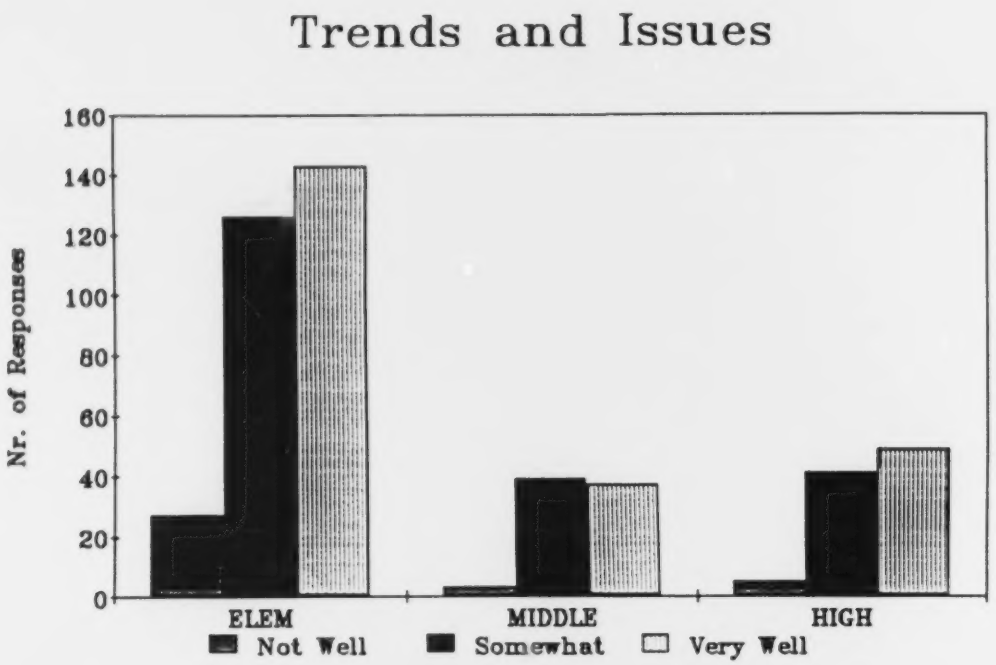
Learning Theory



How well did your education courses in higher education prepare you for ...

ITEM 41: EDUCATIONAL TRENDS AND ISSUES.

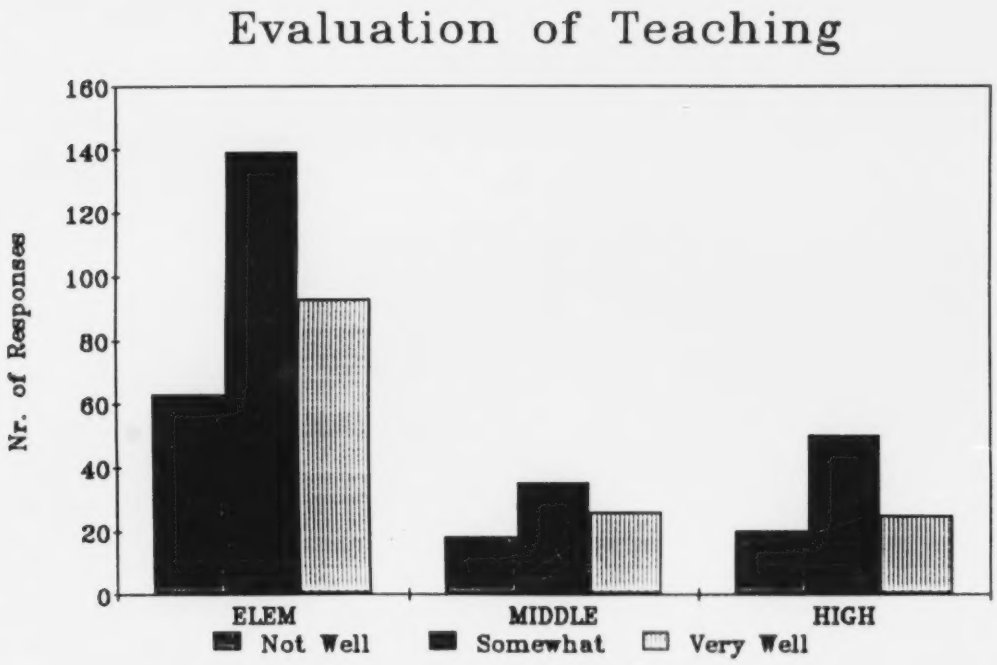
	n	1	2	3	NR	Mean
ALL	477	35	206	229	7	2.41
	100.00%	7.34%	43.19%	48.01%	1.47%	
ELEM	300	27	126	143	4	2.39
	100.00%	9.00%	42.00%	47.67%	1.33%	
MIDDLE	82	3	39	37	3	2.43
	100.00%	3.66%	47.56%	45.12%	3.66%	
HIGH	95	5	41	49	0	2.46
	100.00%	5.26%	43.16%	51.58%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 47: EVALUATION OF TEACHING.

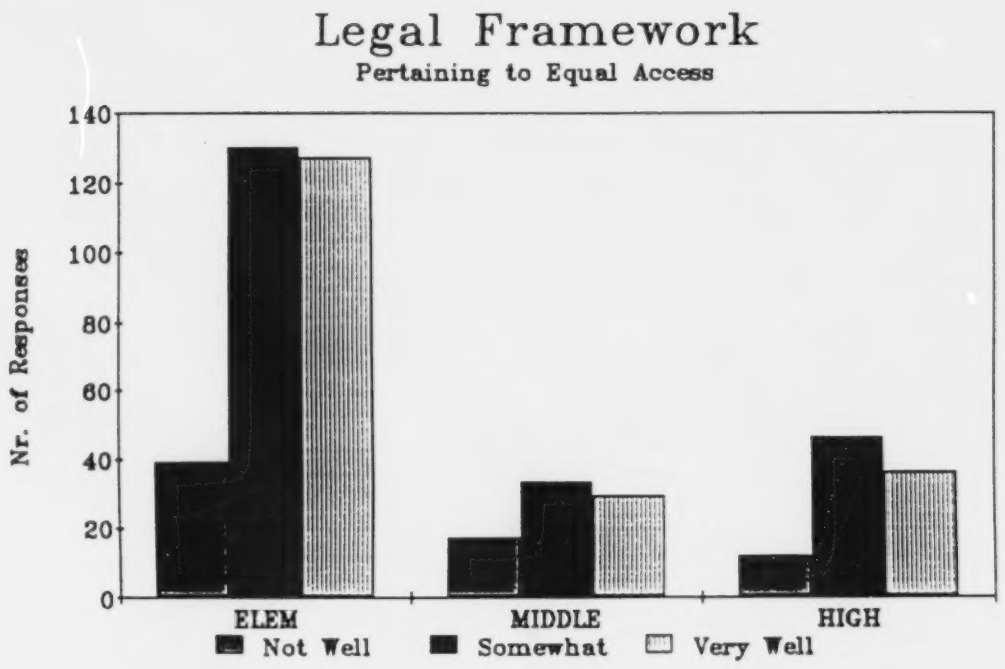
	n	1	2	3	NR	Mean
ALL	477	101	224	144	8	2.09
	100.00%	21.17%	46.96%	30.19%	1.68%	
ELEM	300	63	139	93	5	2.10
	100.00%	21.00%	46.33%	31.00%	1.67%	
MIDDLE	82	18	35	26	3	2.10
	100.00%	21.95%	42.68%	31.71%	3.66%	
HIGH	95	20	50	25	0	2.05
	100.00%	21.05%	52.63%	26.32%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 56: THE LEGAL FRAMEWORK OF NATIONAL, STATE, AND LOCAL SCHOOLS, TO INCLUDE STATUTORY AND CONSTITUTIONAL PROVISIONS PERTAINING TO EQUAL ACCESS TO PUBLIC EDUCATION.

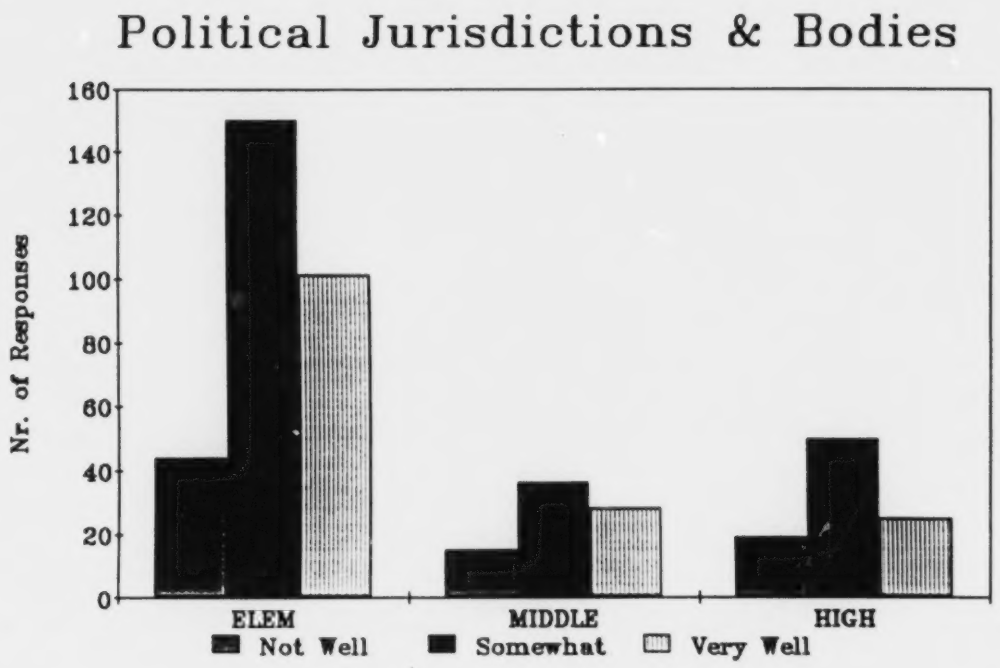
	n	1	2	3	NR	Mean
ALL	477	68	209	192	8	2.26
	100.00%	14.26%	43.82%	40.25%	1.68%	
ELEM	300	39	130	127	4	2.30
	100.00%	13.00%	43.33%	42.33%	1.33%	
MIDDLE	82	17	33	29	3	2.15
	100.00%	20.73%	40.24%	35.37%	3.66%	
HIGH	95	12	46	36	1	2.26
	100.00%	12.63%	48.42%	37.89%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 57: POLITICAL JURISDICTIONS AND BODIES THAT MAKE AND/OR AFFECT STATE AND LOCAL EDUCATIONAL POLICY.

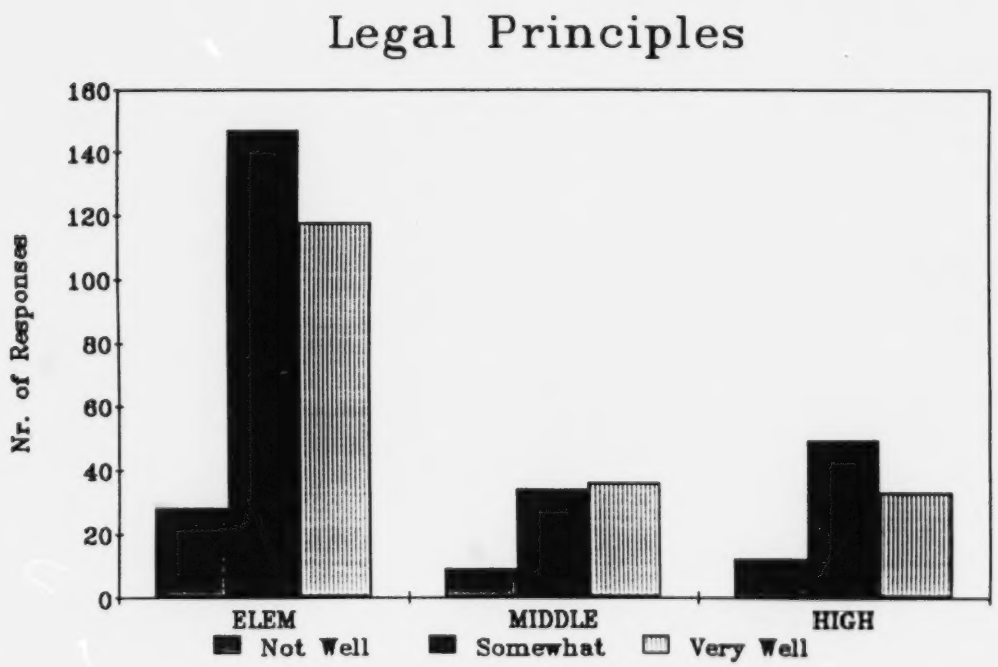
	n	1	2	3	NR	Mean
ALL	477	78	236	154	9	2.16
	100.00%	16.35%	49.48%	32.29%	1.89%	
ELEM	300	44	150	101	5	2.19
	100.00%	14.67%	50.00%	33.67%	1.67%	
MIDDLE	82	15	36	28	3	2.16
	100.00%	18.29%	43.90%	34.15%	3.66%	
HIGH	95	19	50	25	1	2.06
	100.00%	20.00%	52.63%	26.32%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 58: THE APPLICATION OF ESTABLISHED LEGAL PRINCIPLES TO POLICIES AND PRINCIPLES AT THE LOCAL SCHOOL AND DISTRICT LEVEL.

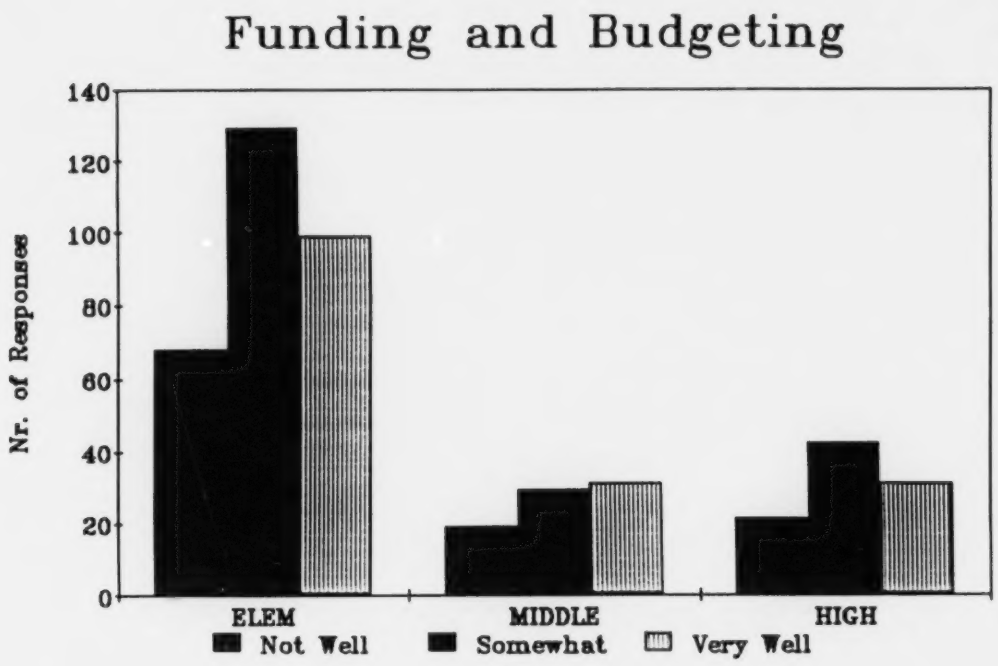
	n	1	2	3	NR	Mean
ALL	477	49	230	187	11	2.30
	100.00%	10.27%	48.22%	39.20%	2.31%	
ELEM	300	28	147	118	7	2.31
	100.00%	9.33%	49.00%	39.33%	2.33%	
MIDDLE	82	9	34	36	3	2.34
	100.00%	10.98%	41.46%	43.90%	3.66%	
HIGH	95	12	49	33	1	2.22
	100.00%	12.63%	51.58%	34.74%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 62: SCHOOL DISTRICT-LEVEL FUNDING AND BUDGETING.

	n	1	2	3	NR	Mean
ALL	477	108	200	161	8	2.11
	100.00%	22.64%	41.93%	33.75%	1.68%	
ELEM	300	68	129	99	4	2.10
	100.00%	22.67%	43.00%	33.00%	1.33%	
MIDDLE	82	19	29	31	3	2.15
	100.00%	23.17%	35.37%	37.80%	3.66%	
HIGH	95	21	42	31	1	2.11
	100.00%	22.11%	44.21%	32.63%	1.05%	



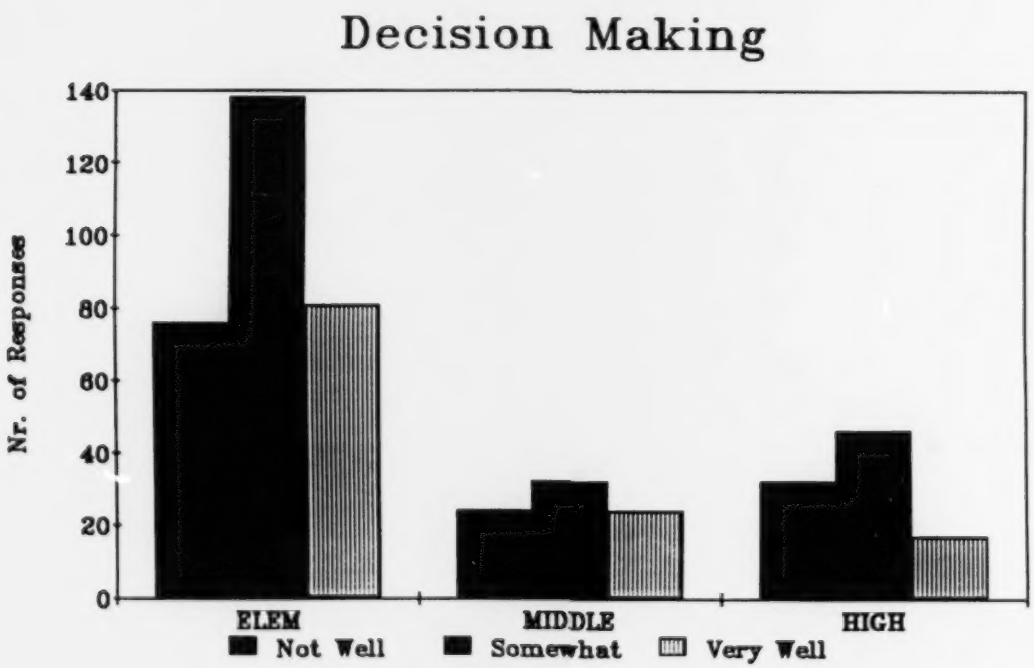
CATEGORY III

Elementary School Administrators Felt "Somewhat" Prepared for.....

How well did your education courses in higher education prepare you for ...

ITEM 3: INTER- AND INTRA-ORGANIZATIONAL DECISION-MAKING PROCESSES AND TECHNIQUES.

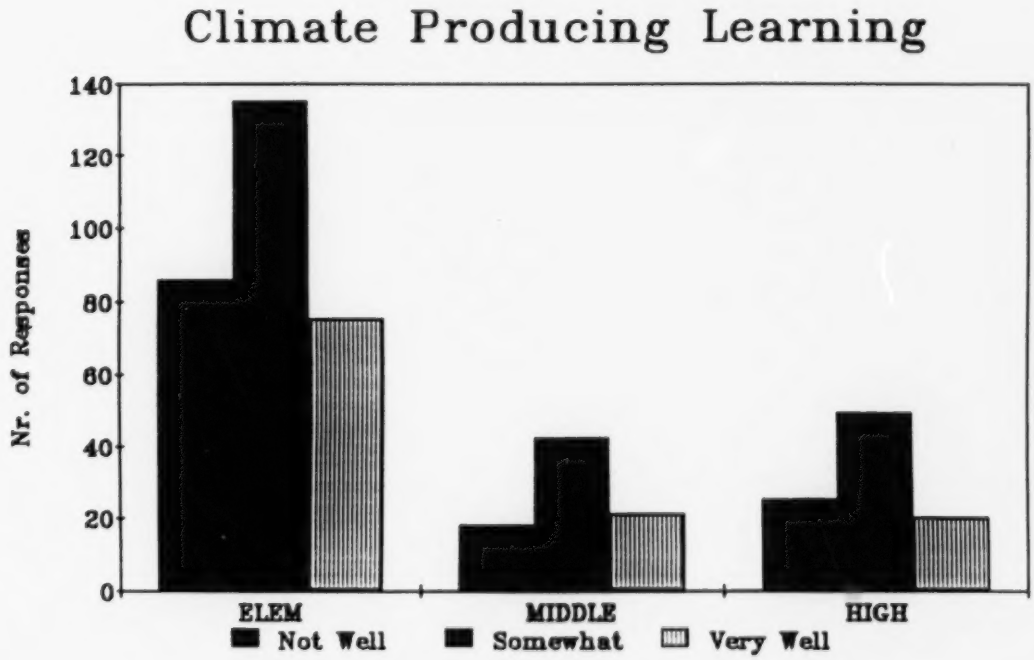
	n	1	2	3	NR	Mean
ALL	477	132	216	122	7	1.98
	100.00%	24.53%	44.65%	29.77%	1.05%	
ELEM	300	76	138	81	5	2.02
	100.00%	25.33%	46.00%	27.00%	1.67%	
MIDDLE	82	24	32	24	2	2.00
	100.00%	29.27%	39.02%	29.27%	2.44%	
HIGH	95	32	46	17	0	1.84
	100.00%	33.68%	48.42%	17.89%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 4: CONCEPTS AND PROCEDURES RELATED TO TOTAL DEVELOPMENT OF A SCHOOL CLIMATE WHICH PROMOTES PUPIL LEARNING.

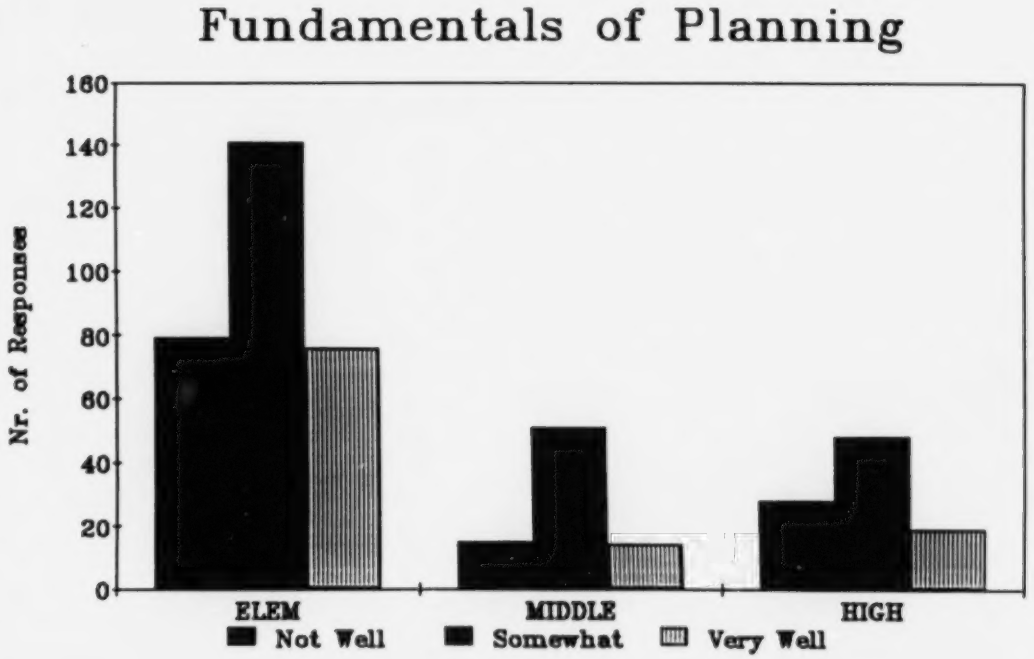
	n	1	2	3	NR	Mean
ALL	477	129	226	116	6	1.97
	100.00%	27.04%	47.38%	24.32%	1.26%	
ELEM	300	86	135	75	4	1.96
	100.00%	28.67%	45.00%	25.00%	1.33%	
MIDDLE	82	18	42	21	1	2.04
	100.00%	21.95%	51.22%	25.61%	1.22%	
HIGH	95	25	49	20	1	1.95
	100.00%	26.32%	51.58%	21.05%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 5: FUNDAMENTALS OF SHORT-TERM AND LONG-RANGE PLANNING.

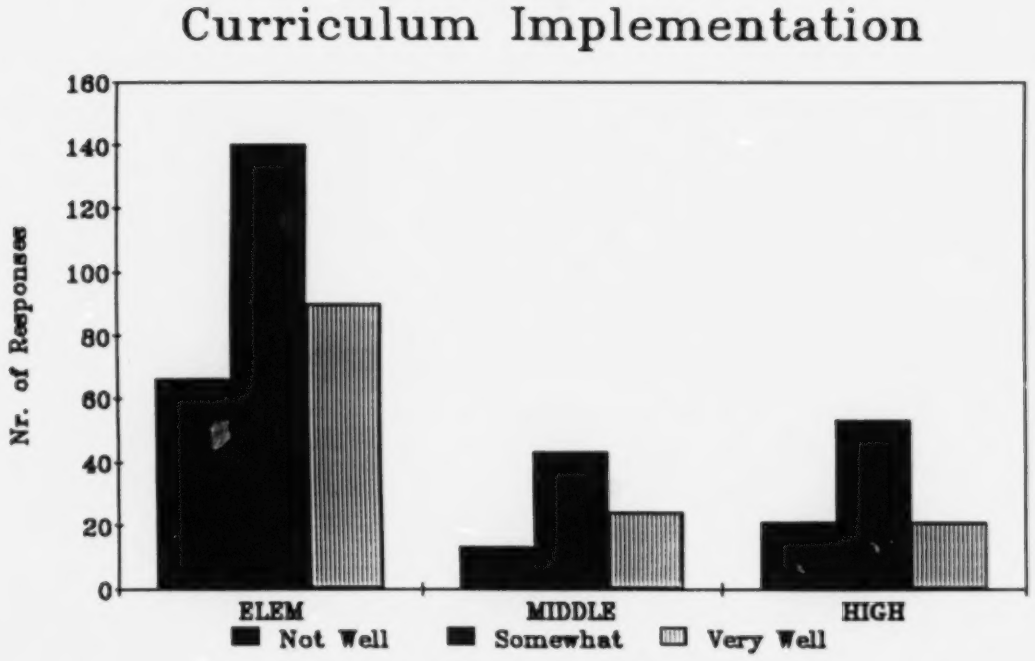
	n	1	2	3	NR	Mean
ALL	477	122	240	109	6	1.97
	100.00%	25.58%	50.31%	22.85%	1.26%	
ELEM	300	79	141	76	4	1.99
	100.00%	26.33%	47.00%	25.33%	1.33%	
MIDDLE	82	15	51	14	2	1.99
	100.00%	18.29%	62.20%	17.07%	2.44%	
HIGH	95	28	48	19	0	1.91
	100.00%	29.47%	50.53%	20.00%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 9: PROCEDURES FOR CURRICULUM DEVELOPMENT AND IMPLEMENTATION.

	n	1	2	3	NR	Mean
ALL	477	100	236	135	6	2.07
	100.00%	20.96%	49.48%	28.30%	1.26%	
ELEM	300	66	140	90	4	2.08
	100.00%	22.00%	46.67%	30.00%	1.33%	
MIDDLE	82	13	43	24	2	2.14
	100.00%	15.85%	52.44%	29.27%	2.44%	
HIGH	95	21	53	21	0	2.00
	100.00%	22.11%	55.79%	22.11%	0.00%	

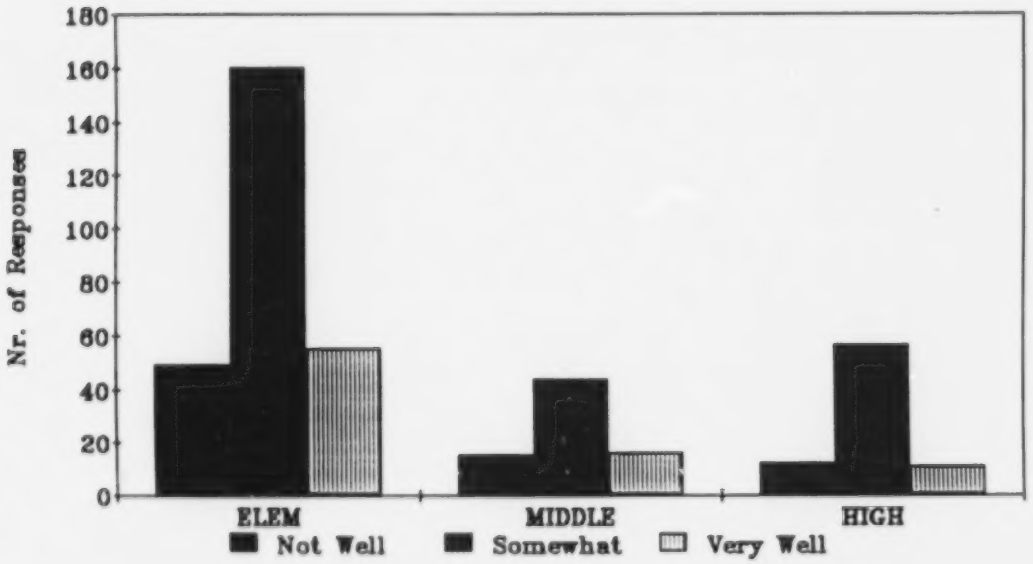


How well did your education courses in higher education prepare you for ...

ITEM 19: THE ROLES OF THE SCHOOL, PARENTS, AND THE GENERAL COMMUNITY IN THE EDUCATIONAL PROCESS.

	n	1	2	3	NR	Mean
ALL	477	76	259	137	5	2.13
	100.00%	15.93%	54.30%	28.72%	1.05%	
ELEM	300	49	160	87	4	2.13
	100.00%	16.33%	53.33%	29.00%	1.33%	
MIDDLE	82	15	43	23	1	2.10
	100.00%	18.29%	52.44%	28.05%	1.22%	
HIGH	95	12	56	27	0	2.16
	100.00%	12.63%	58.95%	28.42%	0.00%	

School, Parents, Community

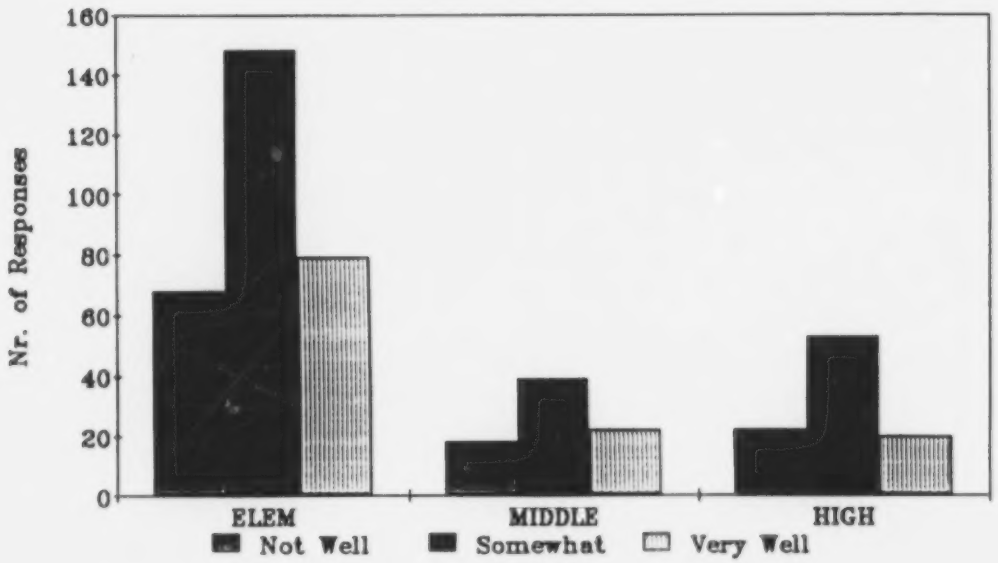


How well did your education courses in higher education prepare you for ...

ITEM 29: DEVELOPING, IMPLEMENTING, AND EVALUATING GOALS, PRIORITIES, POLICIES, AND PRACTICES.

	n	1	2	3	NR	Mean
ALL	477	108	240	121	8	2.03
	100.00%	22.64%	50.31%	25.37%	1.68%	
ELEM	300	68	148	79	5	2.04
	100.00%	22.67%	49.33%	26.33%	1.67%	
MIDDLE	82	18	39	22	3	2.05
	100.00%	21.95%	47.56%	26.83%	3.66%	
HIGH	95	22	53	20	0	1.98
	100.00%	23.16%	55.79%	21.05%	0.00%	

Goals and Priorities

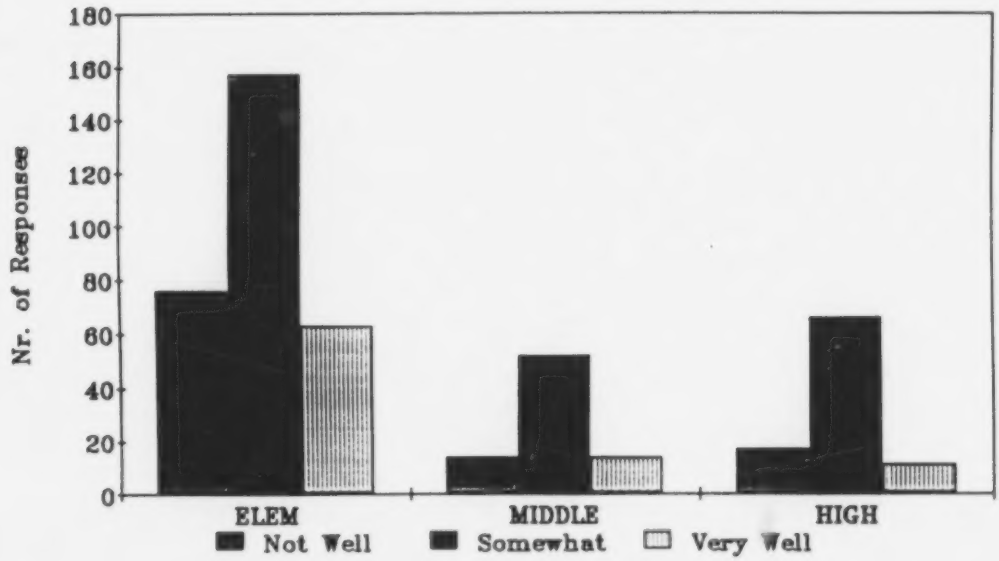


How well did your education courses in higher education prepare you for ...

ITEM 33: COMMUNICATIONS: I.E., MODES, POLICIES, EFFECTS.

	n	1	2	3	NR	Mean
ALL	477	107	275	88	7	1.96
	100.00%	22.43%	57.65%	18.45%	1.47%	
ELEM	300	76	157	63	4	1.96
	100.00%	25.33%	52.33%	21.00%	1.33%	
MIDDLE	82	14	52	14	2	2.00
	100.00%	17.07%	63.41%	17.07%	2.44%	
HIGH	95	17	66	11	1	1.94
	100.00%	17.89%	69.47%	11.58%	1.05%	

Communications

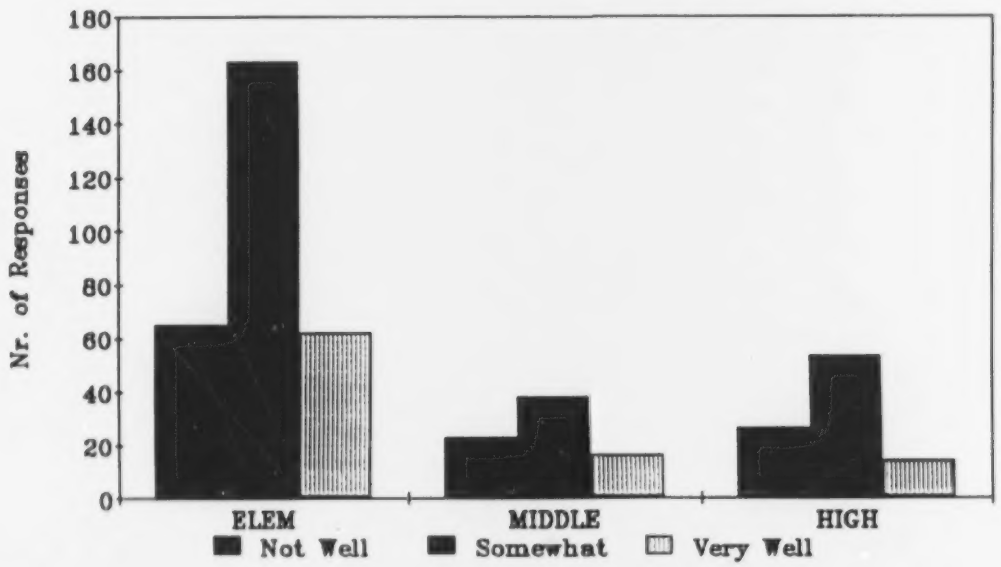


How well did your education courses in higher education prepare you for ...

ITEM 36: THE THEORY AND FUNCTIONS OF HUMAN ORGANIZATIONS AS INDEPENDENT SOCIAL ENTITIES WITHIN AMERICAN SOCIETY.

	n	1	2	3	NR	Mean
ALL	477	114	254	92	17	1.95
	100.00%	23.90%	53.25%	19.29%	3.56%	
ELEM	300	65	163	62	10	1.99
	100.00%	21.67%	54.33%	20.67%	3.33%	
MIDDLE	82	23	38	16	5	1.91
	100.00%	28.05%	46.34%	19.51%	6.10%	
HIGH	95	26	53	14	2	1.87
	100.00%	27.37%	55.79%	14.74%	2.11%	

Human Organizations

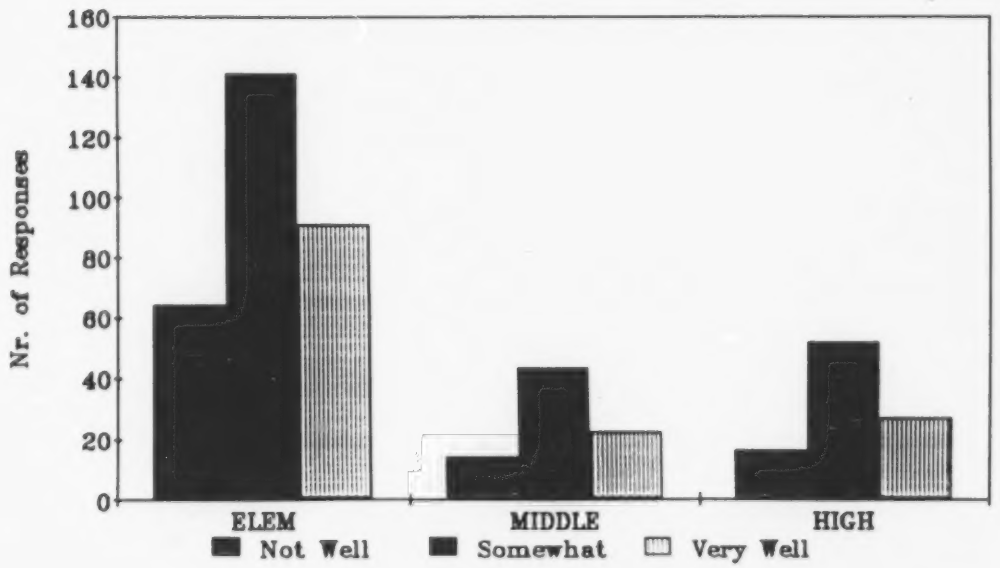


How well did your education courses in higher education prepare you for ...

ITEM 38: MANAGEMENT STRATEGIES DESIGNED TO ACHIEVE GOALS AND OBJECTIVES.

	n	1	2	3	NR	Mean
ALL	477	94	236	140	7	2.10
	100.00%	19.71%	49.48%	29.35%	1.47%	
ELEM	300	64	141	91	4	2.09
	100.00%	21.33%	47.00%	30.33%	1.33%	
MIDDLE	82	14	43	22	3	2.10
	100.00%	17.07%	52.44%	26.83%	3.66%	
HIGH	95	16	52	27	0	2.12
	100.00%	16.84%	54.74%	28.42%	0.00%	

Goal-Achieving Strategies

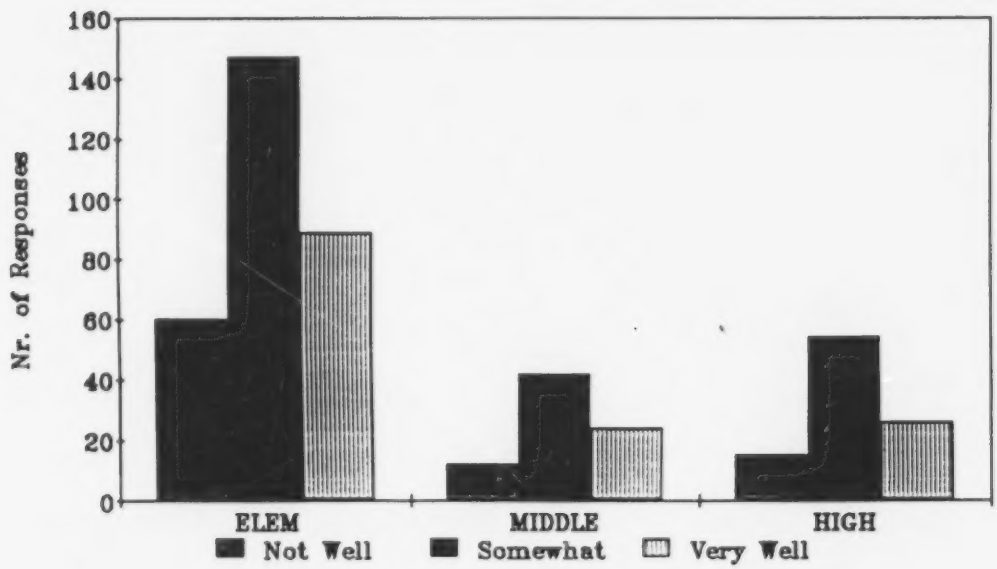


How well did your education courses in higher education prepare you for ...

ITEM 39: HUMAN RELATIONS AND THE DYNAMICS OF GROUPS.

	n	1	2	3	NR	Mean
ALL	477	87	243	139	8	2.11
	100.00%	18.24%	50.94%	29.14%	1.68%	
ELEM	300	60	147	89	4	2.10
	100.00%	20.00%	49.00%	29.67%	1.33%	
MIDDLE	82	12	42	24	4	2.15
	100.00%	14.63%	51.22%	29.27%	4.88%	
HIGH	95	15	54	26	0	2.12
	100.00%	15.79%	56.84%	27.37%	0.00%	

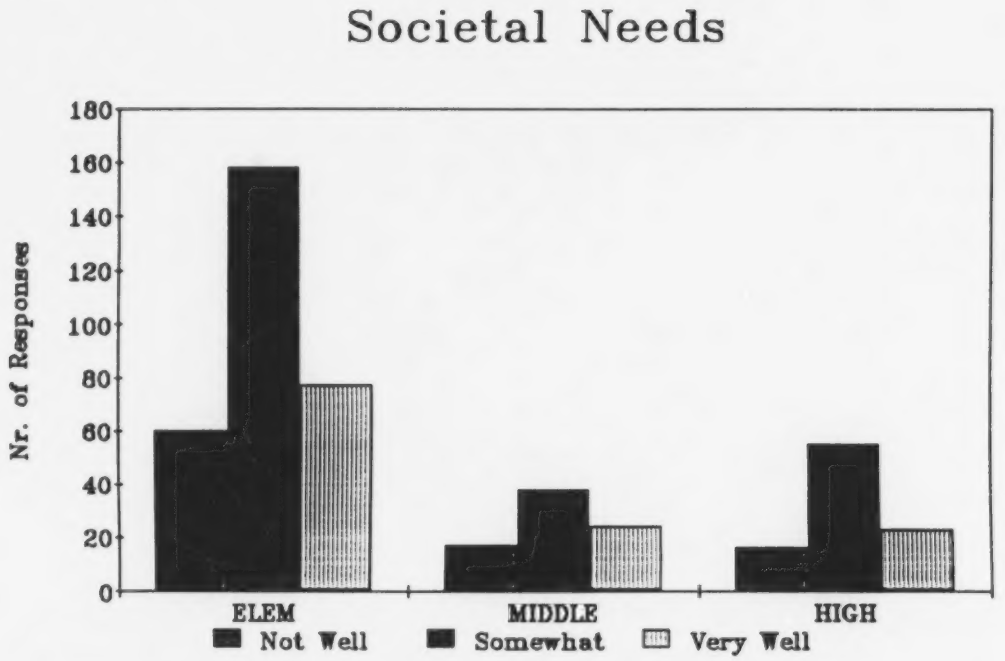
Group Dynamics



How well did your education courses in higher education prepare you for ...

ITEM 42: CURRENT AND EMERGING NEEDS OF SOCIETY FOR THE IMPROVEMENT OF SCHOOL CURRICULUM AND PRACTICES.

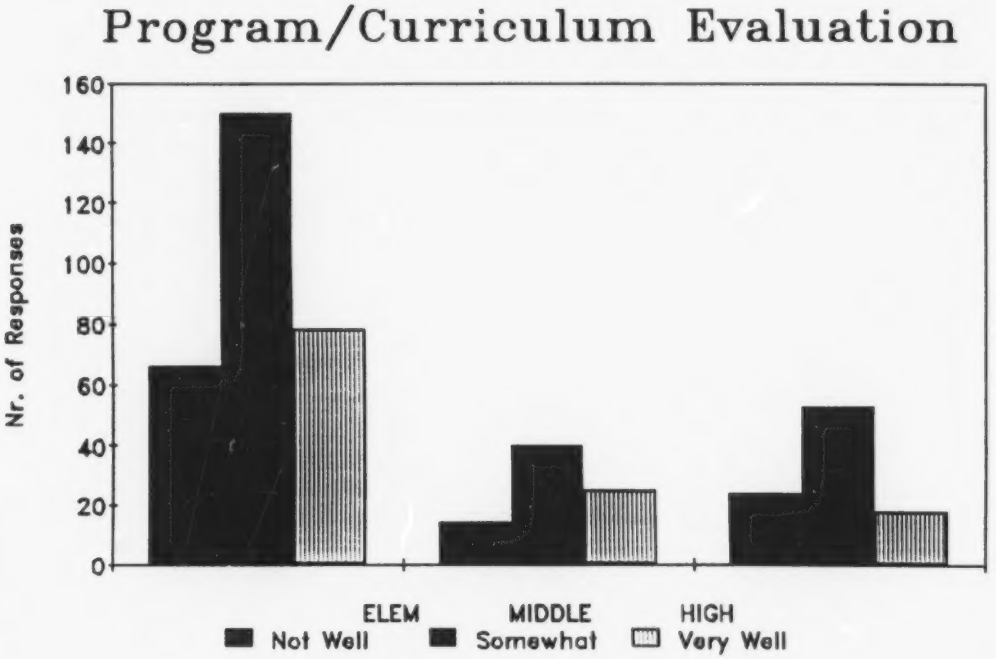
	n	1	2	3	NR	Mean
ALL	477	93	251	124	9	2.07
	100.00%	19.50%	52.62%	26.00%	1.89%	
ELEM	300	60	158	77	5	2.06
	100.00%	20.00%	52.67%	25.67%	1.67%	
MIDDLE	82	17	38	24	3	2.09
	100.00%	20.73%	46.34%	29.27%	3.66%	
HIGH	95	16	55	23	1	2.07
	100.00%	16.84%	57.89%	24.21%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 46: EVALUATION OF PROGRAM AND/OR CURRICULUM EFFECTIVENESS.

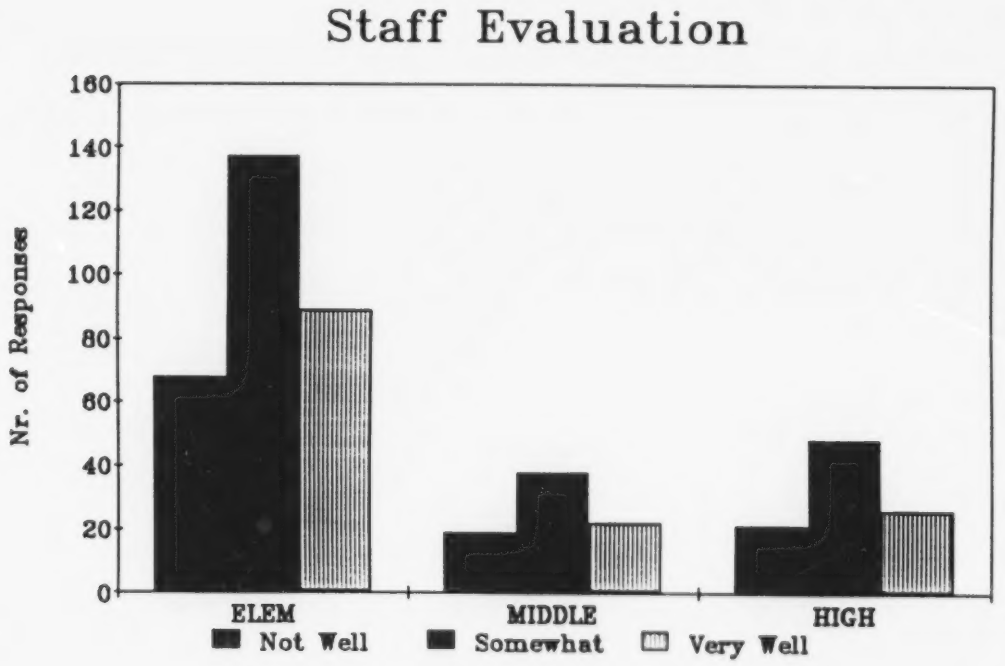
	n	1	2	3	NR	Mean
ALL	477 100.00%	104 21.80%	243 50.94%	121 25.37%	9 1.89%	2.04
ELEM	300 100.00%	66 22.00%	150 50.00%	78 26.00%	6 2.00%	2.04
MIDDLE	82 100.00%	14 17.07%	40 48.78%	25 30.49%	3 3.66%	2.14
HIGH	95 100.00%	24 25.26%	53 55.79%	18 18.95%	0 0.00%	1.94



How well did your education courses in higher education prepare you for ...

ITEM 48: EVALUATION OF STAFF PERFORMANCE.

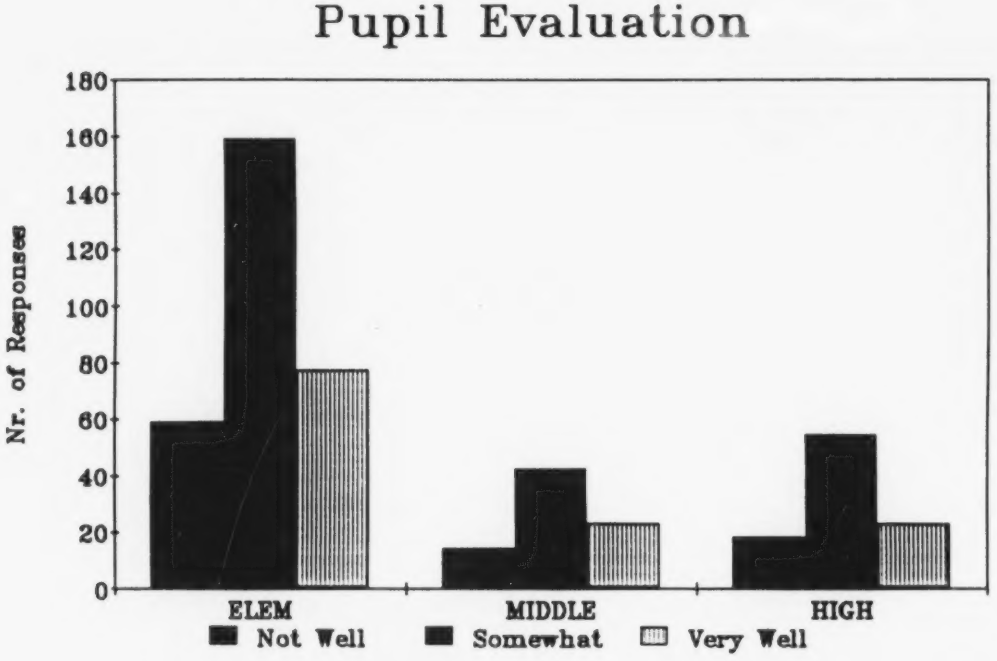
	n	1	2	3	NR	Mean
ALL	477	108	223	137	9	2.06
	100.00%	22.64%	46.75%	28.72%	1.89%	
ELEM	300	68	137	89	6	2.07
	100.00%	22.67%	45.67%	29.67%	2.00%	
MIDDLE	82	19	38	22	3	2.04
	100.00%	23.17%	46.34%	26.83%	3.66%	
HIGH	95	21	48	26	0	2.05
	100.00%	22.11%	50.53%	27.37%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 49: EVALUATION OF PUPIL ACHIEVEMENT.

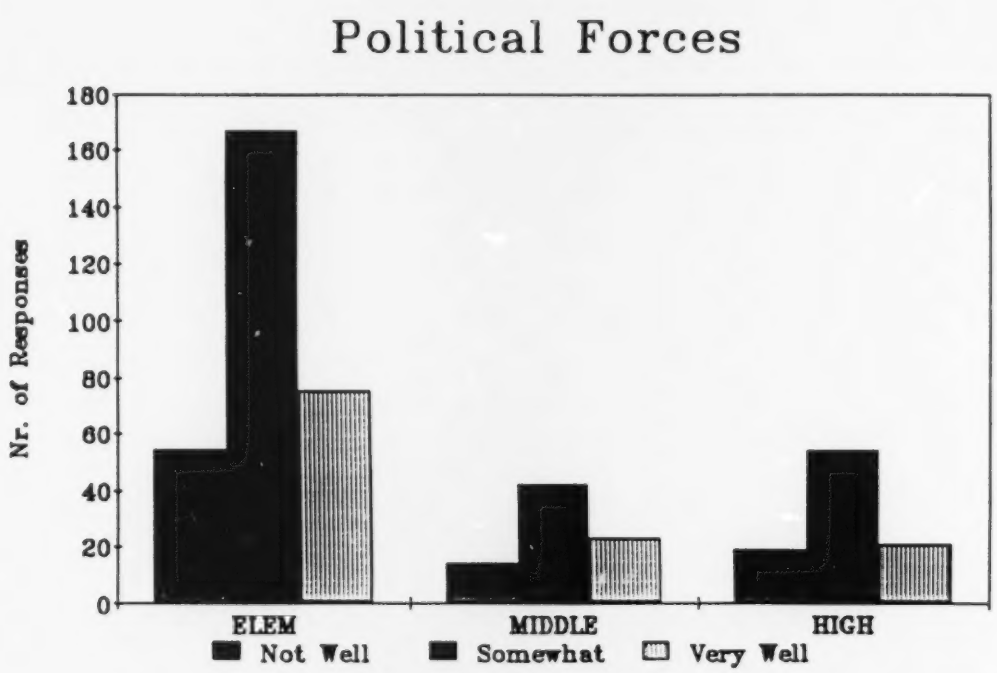
	n	1	2	3	NR	Mean
ALL	477	91	255	123	8	2.07
	100.00%	19.08%	53.46%	25.79%	1.68%	
ELEM	300	59	159	77	5	2.06
	100.00%	19.67%	53.00%	25.67%	1.67%	
MIDDLE	82	14	42	23	3	2.11
	100.00%	17.07%	51.22%	28.05%	3.66%	
HIGH	95	18	54	23	0	2.05
	100.00%	18.95%	56.84%	24.21%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 59: POLITICAL FORCES THAT DIRECTLY OR INDIRECTLY HAVE EFFECT UPON SCHOOL PRACTICES.

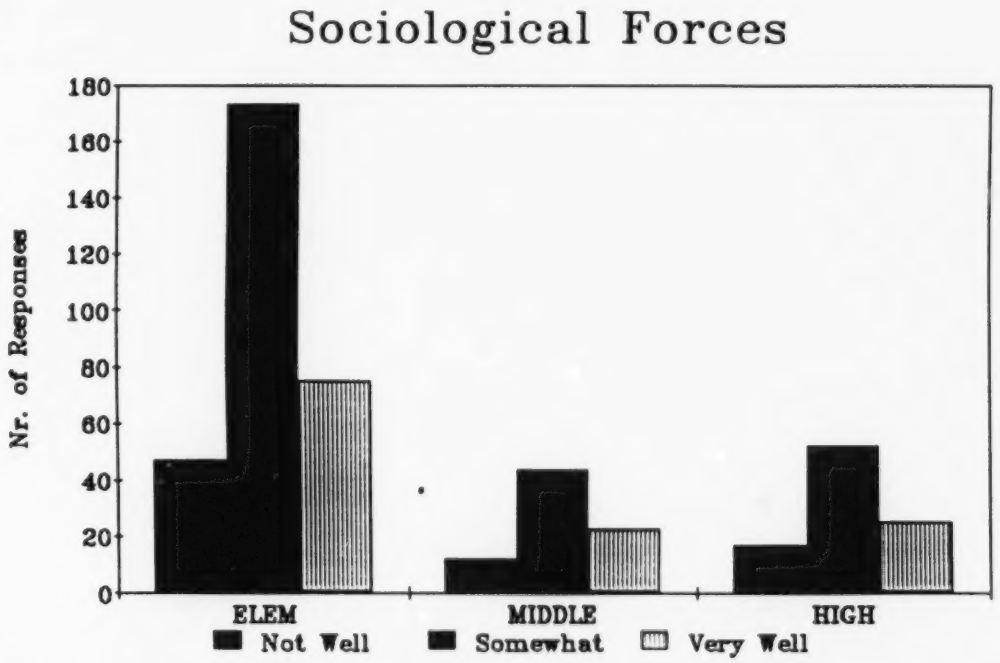
	n	1	2	3	NR	Mean
ALL	477	87	263	119	8	2.07
	100.00%	18.24%	55.14%	24.95%	1.68%	
ELEM	300	54	167	75	4	2.07
	100.00%	18.00%	55.67%	25.00%	1.33%	
MIDDLE	82	14	42	23	3	2.11
	100.00%	17.07%	51.22%	28.05%	3.66%	
HIGH	95	19	54	21	1	2.02
	100.00%	20.00%	56.84%	22.11%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 60: SOCIOLOGICAL FORCES THAT DIRECTLY OR INDIRECTLY HAVE EFFECT UPON SCHOOL PRACTICES

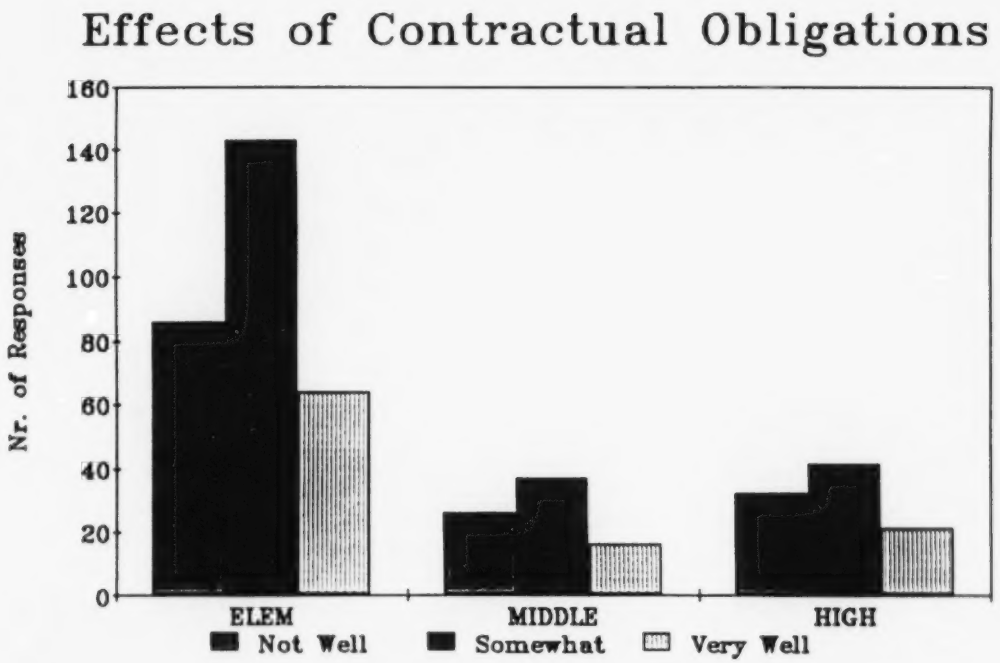
	n	1	2	3	NR	Mean
ALL	477	76	269	123	9	2.10
	100.00%	15.93%	56.39%	25.79%	1.89%	
ELEM	300	47	173	75	5	2.09
	100.00%	15.67%	57.67%	25.00%	1.67%	
MIDDLE	82	12	44	23	3	2.14
	100.00%	14.63%	53.66%	28.05%	3.66%	
HIGH	95	17	52	25	1	2.09
	100.00%	17.89%	54.74%	26.32%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 63: FINANCIAL EFFECTS OF PERSONNEL AND OTHER CONTRACTUAL BUDGETING.

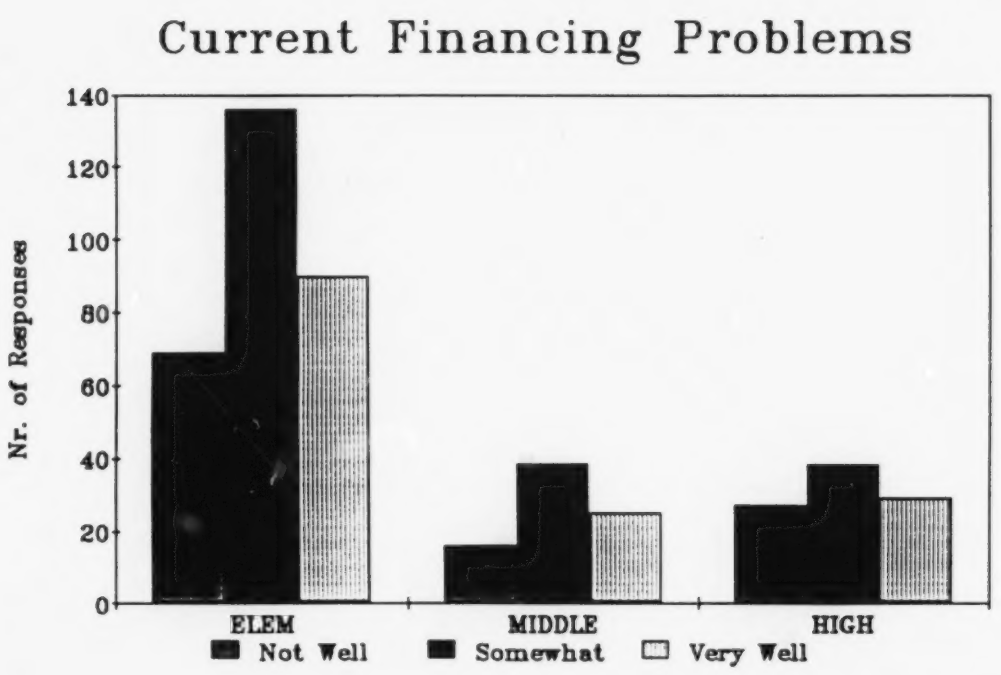
	n	1	2	3	NR	Mean
ALL	477	144	221	101	11	1.91
	100.00%	30.19%	46.33%	21.17%	2.31%	
ELEM	300	86	143	64	7	1.92
	100.00%	28.67%	47.67%	21.33%	2.33%	
MIDDLE	82	26	37	16	3	1.87
	100.00%	31.71%	45.12%	19.51%	3.66%	
HIGH	95	32	41	21	1	1.88
	100.00%	33.68%	43.16%	22.11%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 64: CURRENT PROBLEMS AFFECTING SCHOOL FINANCING ON STATE AND LOCAL LEVELS.

	n	1	2	3	NR	Mean
ALL	477	112	212	144	9	2.07
	100.00%	23.48%	44.44%	30.19%	1.89%	
ELEM	300	69	136	90	5	2.07
	100.00%	23.00%	45.33%	30.00%	1.67%	
MIDDLE	82	16	38	25	3	2.11
	100.00%	19.51%	46.34%	30.49%	3.66%	
HIGH	95	27	38	29	1	2.02
	100.00%	28.42%	40.00%	30.53%	1.05%	



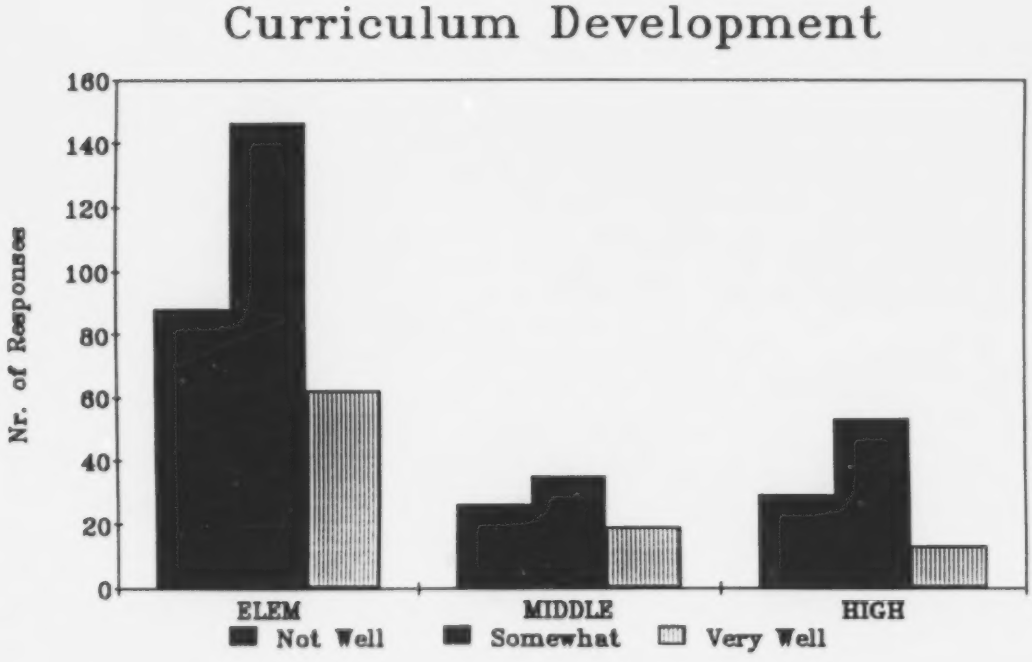
CATEGORY IV

Elementary School Administrators Felt "Somewhat to Not Well" Prepared for.....

How well did your education courses in higher education prepare you for ...

ITEM 8: THE APPROPRIATE ROLES OF STAFF, PARENTS, PUPILS, AND COMMUNITY IN CURRICULUM DEVELOPMENT.

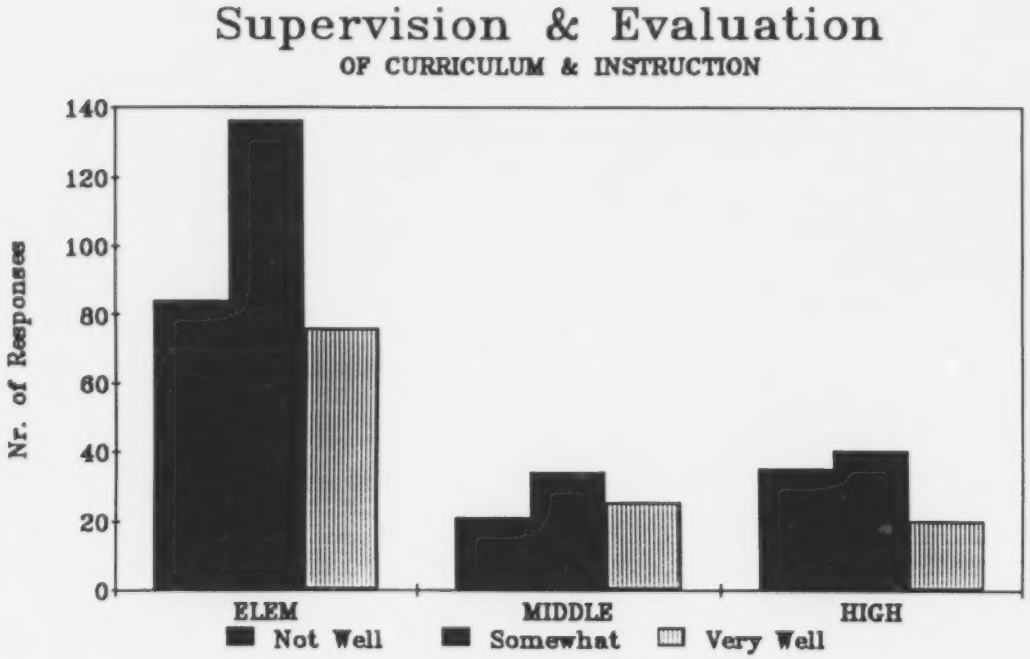
	n	1	2	3	NR	Mean
ALL	477	143	234	94	6	1.90
	100.00%	29.98%	49.06%	19.71%	1.26%	
ELEM	300	88	146	62	4	1.91
	100.00%	29.33%	48.67%	20.67%	1.33%	
MIDDLE	82	26	35	19	2	1.91
	100.00%	31.71%	42.68%	23.17%	2.44%	
HIGH	95	29	53	13	0	1.83
	100.00%	30.53%	55.79%	13.68%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 10: SUPERVISION AND EVALUATION OF CURRICULUM AND INSTRUCTION, I.E., (A) CURRICULUM, INCLUDING RACIAL, CULTURAL, AND SEX FACTORS; (B) TEACHING AN OTHER INSTRUCTIONAL PROCESSES; AND (C) PUPIL ACHIEVEMENT.

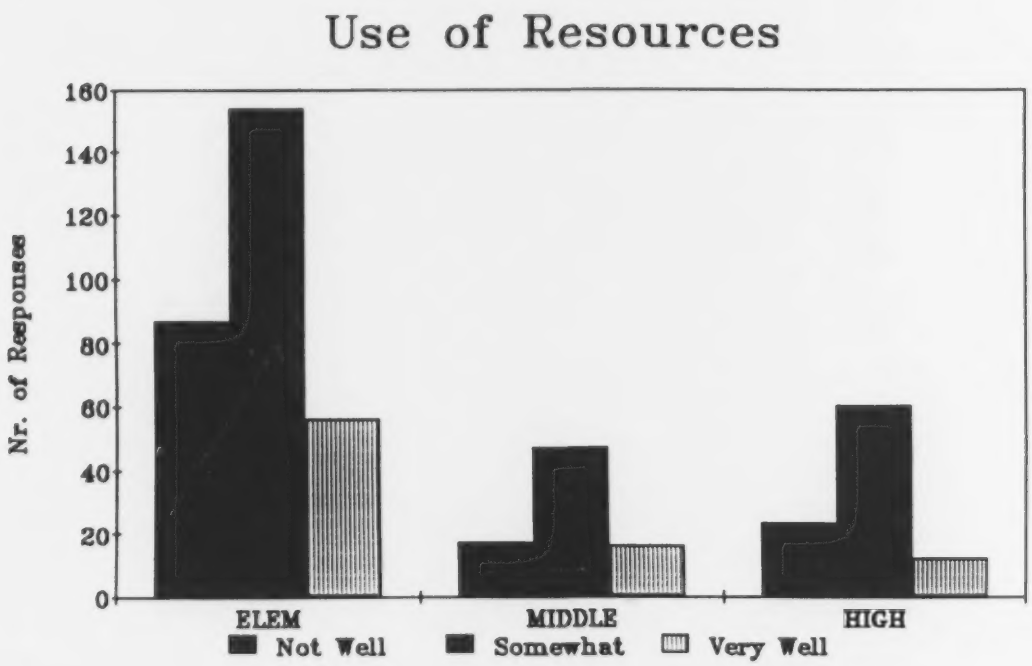
	n	1	2	3	NR	Mean
ALL	477	140	210	121	6	1.96
	100.00%	29.35%	44.03%	25.37%	1.26%	
ELEM	300	84	136	76	4	1.97
	100.00%	28.00%	45.33%	25.33%	1.33%	
MIDDLE	82	21	34	25	2	2.05
	100.00%	25.61%	41.46%	30.49%	2.44%	
HIGH	95	35	40	20	0	1.84
	100.00%	36.84%	42.11%	21.05%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 11: APPROPRIATE USE OF RESOURCES -- HUMAN, FISCAL, AND OTHER -- TO EFFECT OPTIMUM PROCEDURES OF SCHOOL INSTRUCTION.

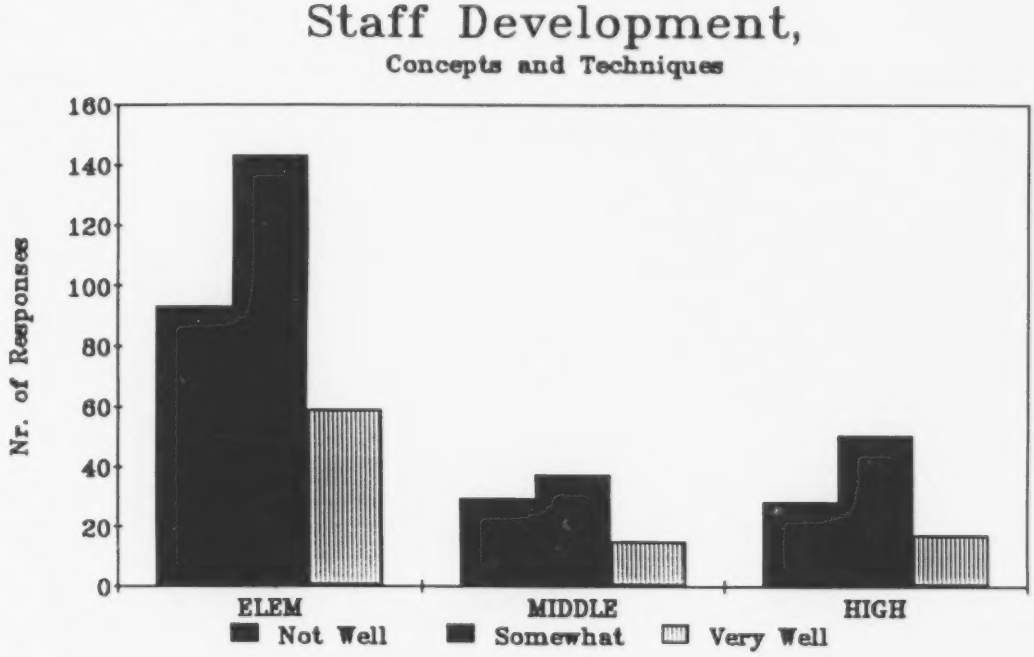
	n	1	2	3	NR	Mean
ALL	477	127	261	84	5	1.91
	100.00%	26.62%	54.72%	17.61%	1.05%	
ELEM	300	87	154	56	3	1.90
	100.00%	29.00%	51.33%	18.67%	1.00%	
MIDDLE	82	17	47	16	2	1.99
	100.00%	20.73%	57.32%	19.51%	2.44%	
HIGH	95	23	60	12	0	1.88
	100.00%	24.21%	63.16%	12.63%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 13: CONCEPTS AND TECHNIQUES OF STAFF DEVELOPMENT.

	n	1	2	3	NR	Mean
ALL	89	28	38	21	2	1.92
	100.00%	31.46%	42.70%	23.60%	2.25%	
ELEM	51	14	20	15	2	2.02
	100.00%	27.45%	39.22%	29.41%	3.92%	
MIDDLE	14	6	6	2	0	1.71
	100.00%	42.86%	42.86%	14.29%	0 00%	
HIGH	24	8	12	4	0	1.83
	100.00%	33.33%	50.00%	16.67%	0.00%	

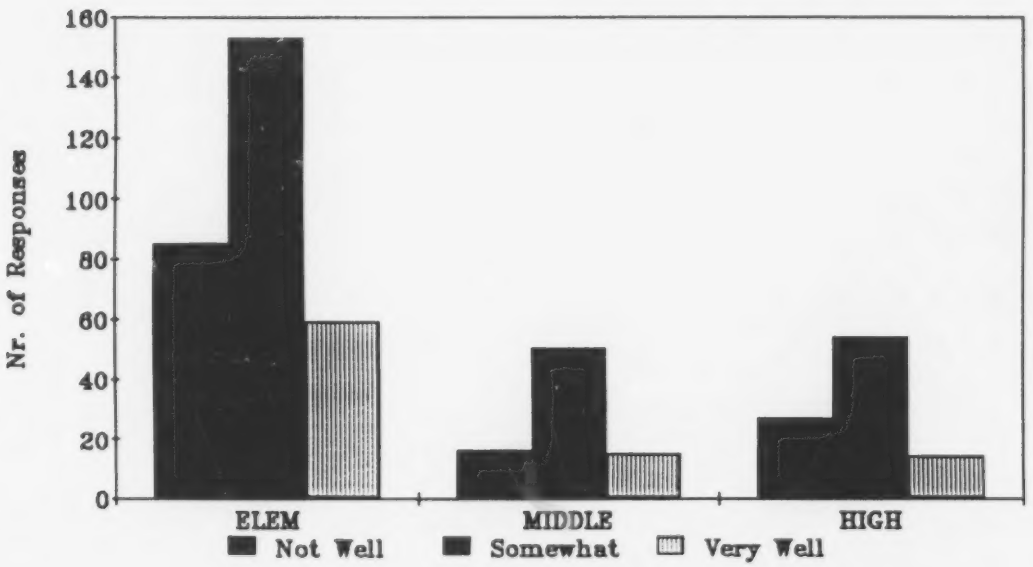


How well did your education courses in higher education prepare you for ...

ITEM 14: CONCEPTS AND PROCEDURES RELATED TO DIRECT SERVICES TO PUPILS

	n	1	2	3	NR	Mean
ALL	477	128	257	88	4	1.92
	100.00%	26.83%	53.88%	18.45%	0.84%	
ELEM	300	85	153	59	3	1.91
	100.00%	28.33%	51.00%	19.67%	1.00%	
MIDDLE	82	16	50	15	1	1.99
	100.00%	19.51%	60.98%	18.29%	1.22%	
HIGH	95	27	54	14	0	1.86
	100.00%	28.42%	56.84%	14.74%	0.00%	

Direct Services to Pupils

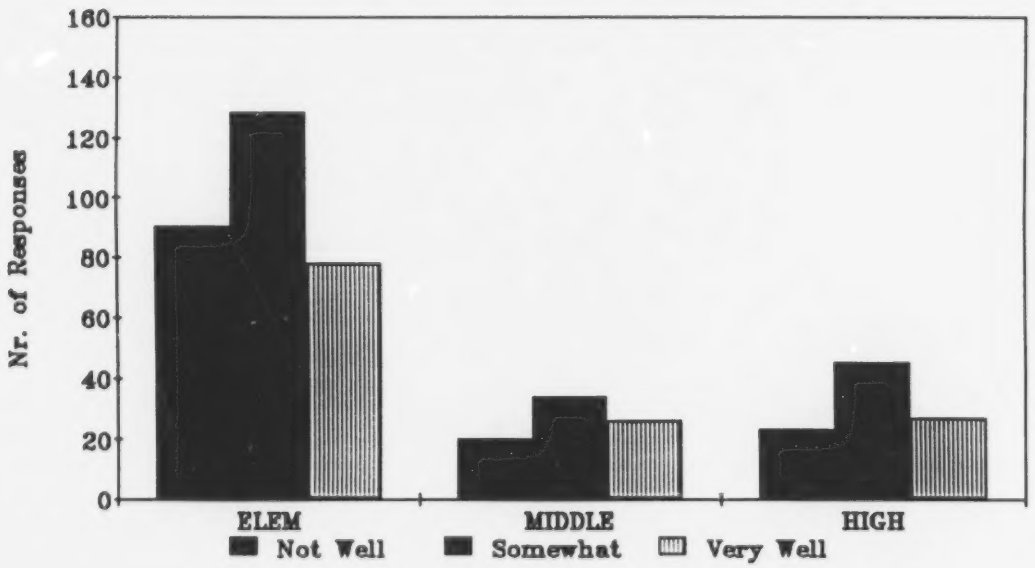


How well did your education courses in higher education prepare you for ...

ITEM 17: PRINCIPLES AND PROCESSES FOR SUPERVISION AND EVALUATION OF CERTIFICATED AND CLASSIFIED STAFF.

	n	1	2	3	NR	Mean
ALL	477	133	207	131	6	2.00
	100.00%	27.88%	43.40%	27.46%	1.26%	
ELEM	300	90	128	78	4	1.96
	100.00%	30.00%	42.67%	26.00%	1.33%	
MIDDLE	82	20	34	26	2	2.08
	100.00%	24.39%	41.46%	31.71%	2.44%	
HIGH	95	23	45	27	0	2.04
	100.00%	24.21%	47.37%	28.42%	0.00%	

Supervision and Evaluation

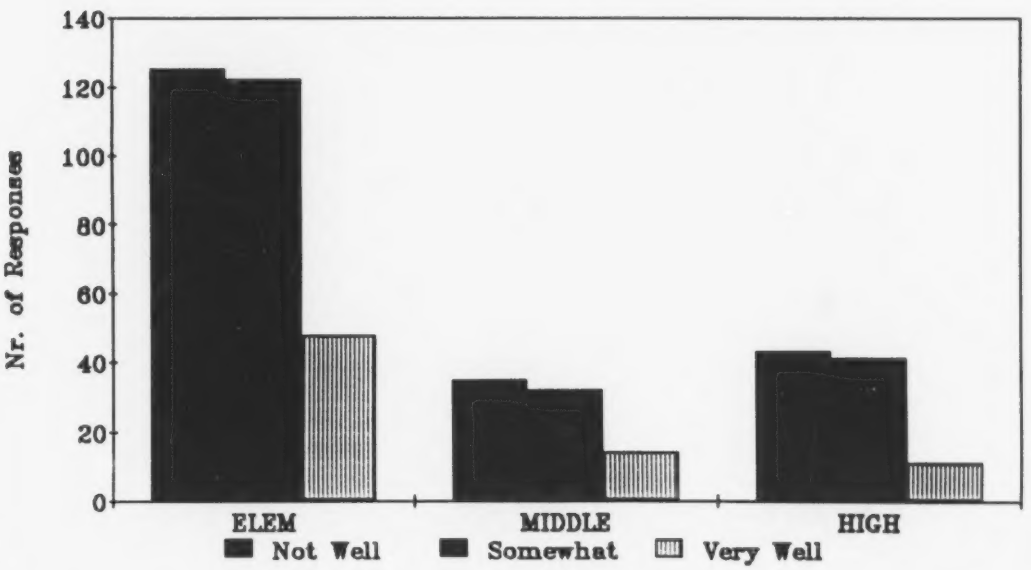


How well did your education courses in higher education prepare you for ...

ITEM 20: IDENTIFYING AND WORKING WITH COMMUNITY INFLUENCE GROUPS, I.E., (A) RELATIONSHIPS WITH ETHNIC RACIAL, AND OTHER MINORITY GROUPS; AND (B) RELATIONSHIPS WITH THOSE PRIVATE SECTOR ORGANIZATIONS THAT AFFECT THE SCHOOL PROGRAM.

	n	1	2	3	NR	
ALL	477	203	195	73	6	1.72
	100.00%	42.56%	40.88%	15.30%	1.26%	
ELEM	300	125	122	48	5	1.74
	100.00%	41.67%	40.67%	16.00%	1.67%	
MIDDLE	82	35	32	14	1	1.74
	100.00%	42.68%	39.02%	17.07%	1.22%	
HIGH	95	43	41	11	0	1.66
	100.00%	45.26%	43.16%	11.58%	0.00%	

Community Influence Groups

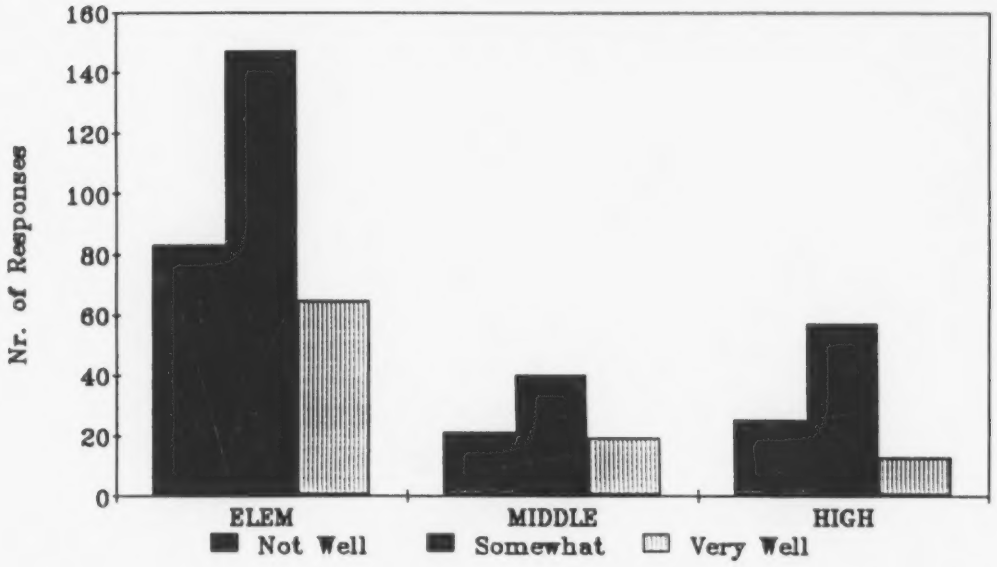


How well did your education courses in higher education prepare you for ...

ITEM 27: THE ROLES OF PROFESSIONAL ORGANIZATIONS AND UNIONS.

	n	1	2	3	NR	Mean
ALL	477	129	244	97	7	1.93
	100.00%	27.04%	51.15%	20.34%	1.47%	
ELEM	300	83	147	65	5	1.94
	100.00%	27.67%	49.00%	21.67%	1.67%	
MIDDLE	82	21	40	19	2	1.98
	100.00%	25.61%	48.78%	23.17%	2.44%	
HIGH	95	25	57	13	0	1.87
	100.00%	26.32%	60.00%	13.68%	0.00%	

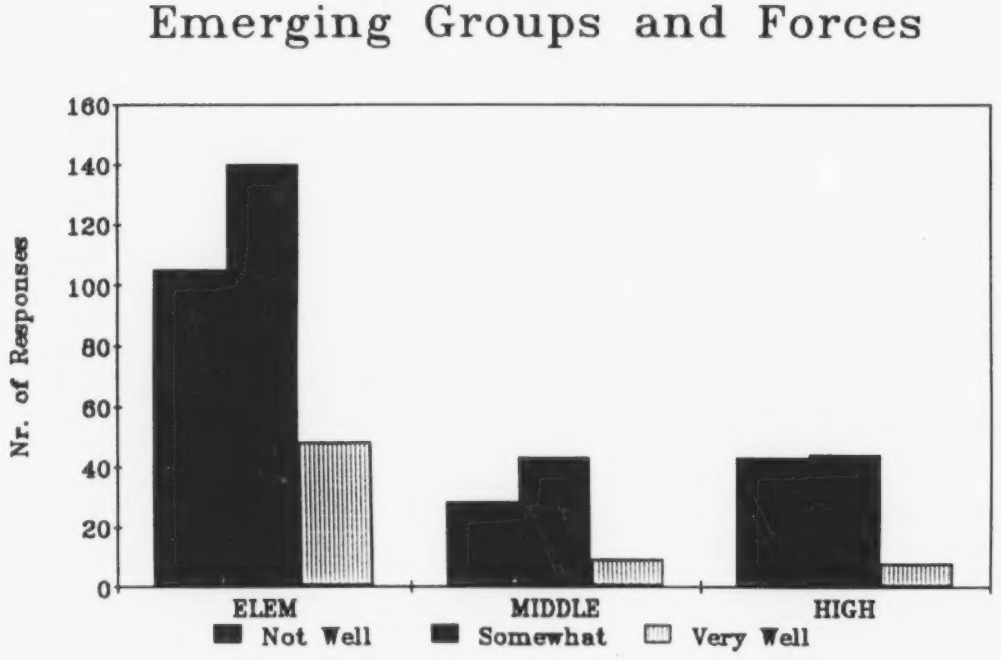
Organizations and Unions



How well did your education courses in higher education prepare you for ...

ITEM 28: THE ROLES OF EMERGING GROUPS AND FORCES.

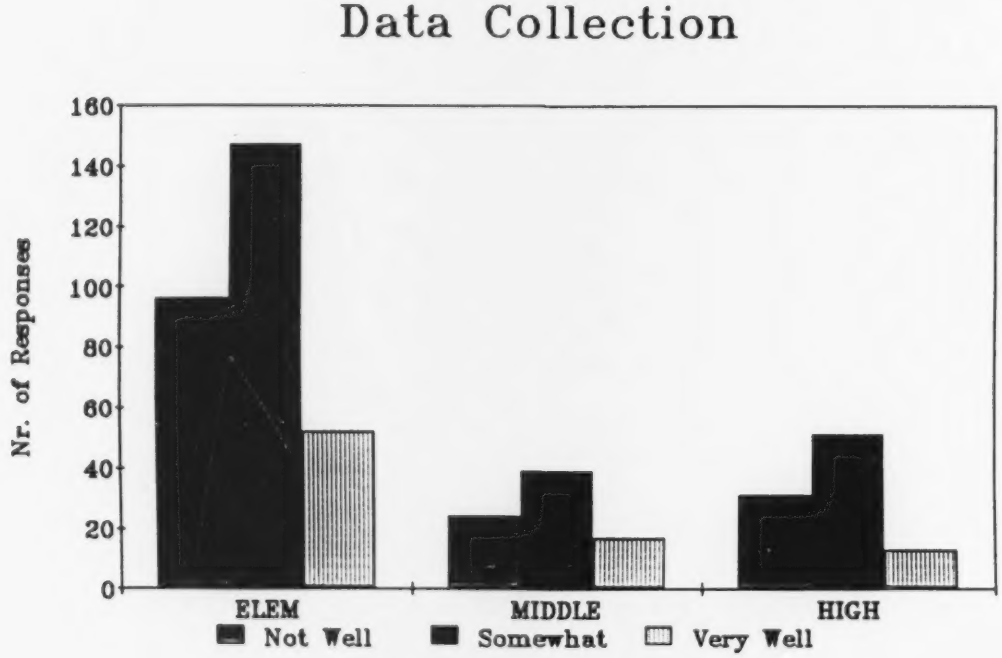
	n	1	2	3	NR	Mean
ALL	477	176	227	65	9	1.76
	100.00%	36.90%	47.59%	13.63%	1.89%	
ELEM	300	105	140	48	7	1.81
	100.00%	35.00%	46.67%	16.00%	2.33%	
MIDDLE	82	28	43	9	2	1.76
	100.00%	34.15%	52.44%	10.98%	2.44%	
HIGH	95	43	44	8	0	1.63
	100.00%	45.26%	46.32%	8.42%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 30: THE USE OF DATA COLLECTION PROCEDURES IN SCHOOL MANAGEMENT.

	n	1	2	3	NR	Mean
ALL	477	151	237	82	7	1.85
	100.00%	31.66%	49.69%	17.19%	1.47%	
ELEM	300	96	147	52	5	1.85
	100.00%	32.00%	49.00%	17.33%	1.67%	
MIDDLE	82	24	39	17	2	1.91
	100.00%	29.27%	47.56%	20.73%	2.44%	
HIGH	95	31	51	13	0	1.81
	100.00%	32.63%	53.68%	13.68%	0.00%	

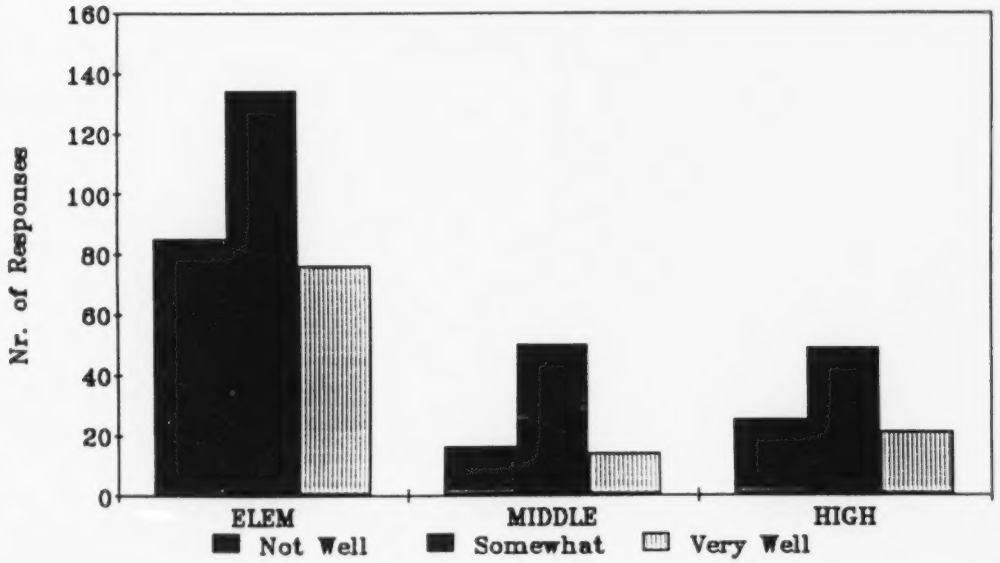


How well did your education courses in higher education prepare you for ...

ITEM 31: PRINCIPLES OF MANAGEMENT OF OFFICE, PLANT, AND ANCILLARY SERVICES.

	n	1	2	3	NR	Mean
ALL	477	126	233	111	7	1.97
	100.00%	26.42%	48.85%	23.27%	1.47%	
ELEM	300	85	134	76	5	1.97
	100.00%	28.33%	44.67%	25.33%	1.67%	
MIDDLE	82	16	50	14	2	1.98
	100.00%	19.51%	60.98%	17.07%	2.44%	
HIGH	95	25	49	21	0	1.96
	100.00%	26.32%	51.58%	22.11%	0.00%	

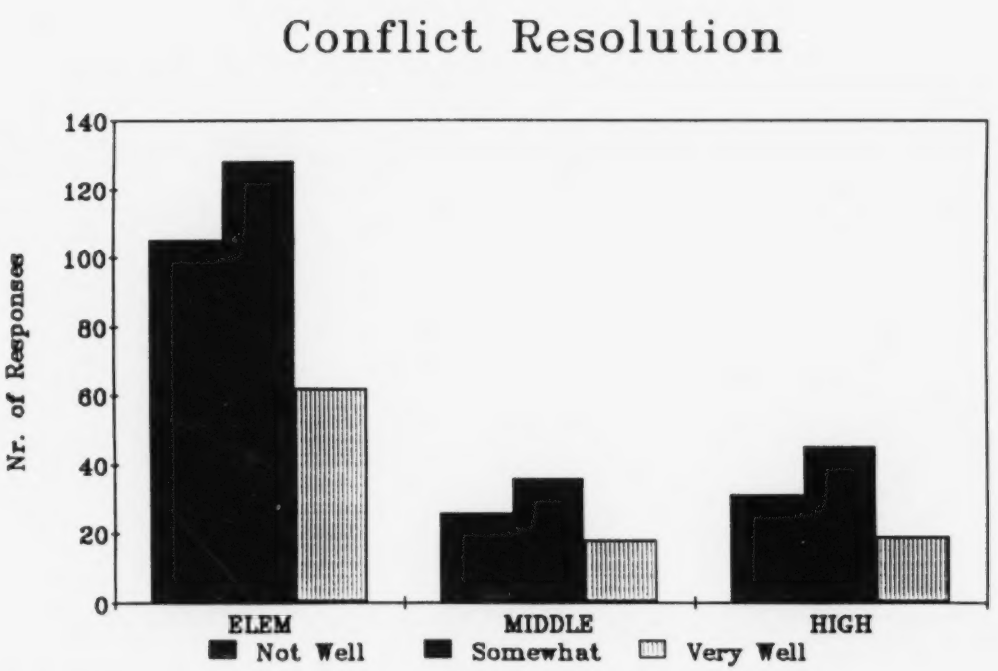
Office and Plant Management



How well did your education courses in higher education prepare you for ...

ITEM 34: PROCEDURES FOR PUPIL AND STAFF CONFLICT RESOLUTION.

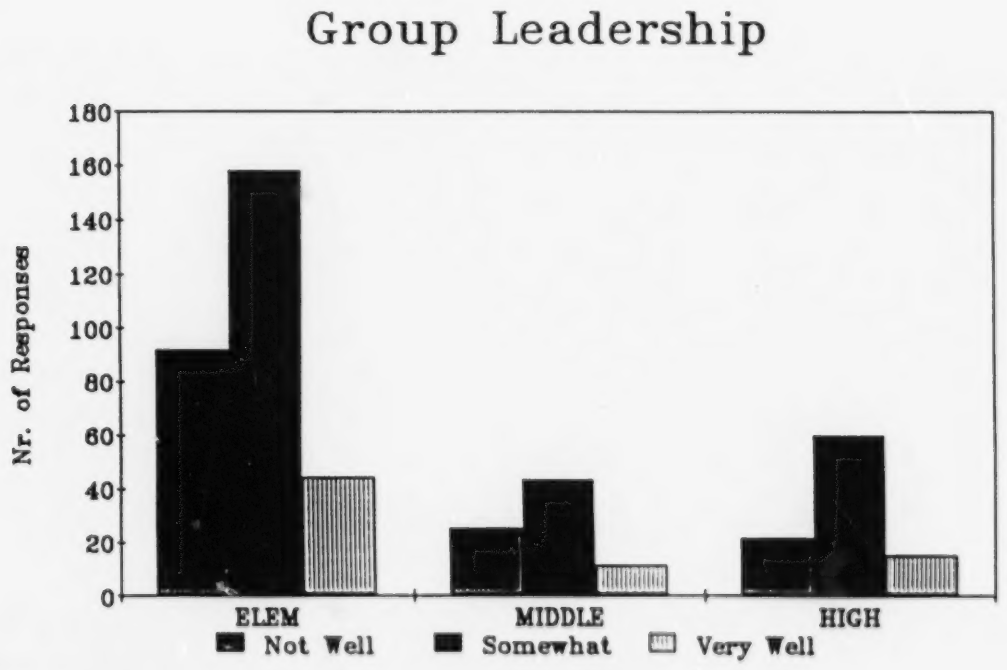
	n	1	2	3	NR	Mean
ALL	477	162	209	99	7	1.87
	100.00%	33.96%	43.82%	20.75%	1.47%	
ELEM	300	105	128	62	5	1.85
	100.00%	35.00%	42.67%	20.67%	1.67%	
MIDDLE	82	26	36	18	2	1.90
	100.00%	31.71%	43.90%	21.95%	2.44%	
HIGH	95	31	45	19	0	1.87
	100.00%	32.63%	47.37%	20.00%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 37: STRUCTURING AND LEADING GROUPS IN A VARIETY OF ORGANIZATIONAL SETTINGS, TO INCLUDE SCHOOL BOARDS, PARENT AND COMMUNITY GROUPS, STAFF GROUPS, AND REGIONAL AND STATE ORGANIZATIONS.

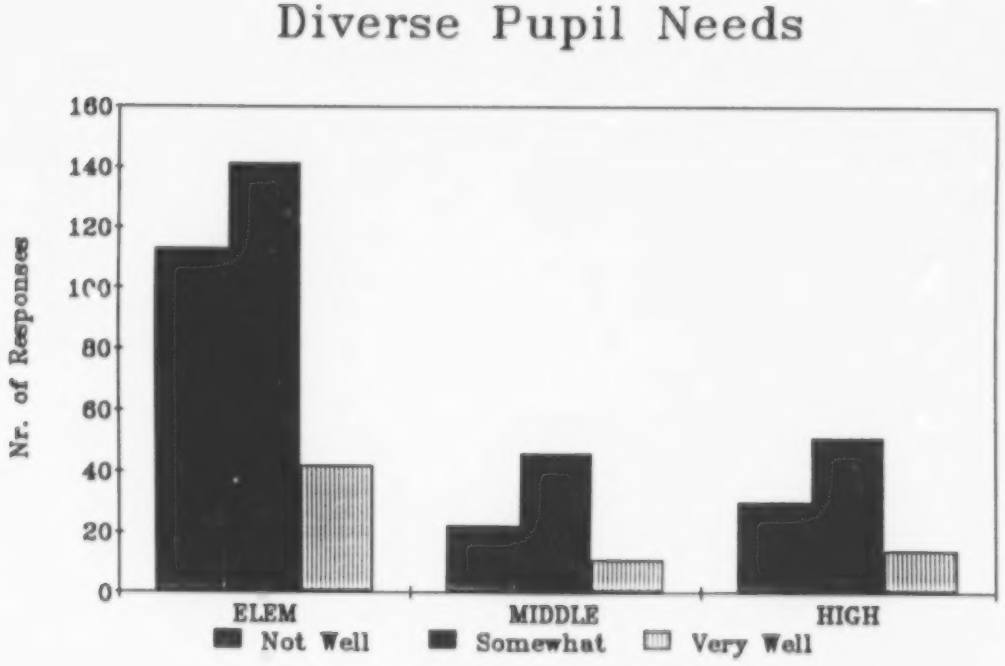
	n	1	2	3	NR	Mean
ALL	477	138	260	70	9	1.85
	100.00%	28.93%	54.51%	14.68%	1.89%	
ELEM	300	92	158	44	6	1.84
	100.00%	30.67%	52.67%	14.67%	2.00%	
MIDDLE	82	25	43	11	3	1.82
	100.00%	30.49%	52.44%	13.41%	3.66%	
HIGH	95	21	59	15	0	1.94
	100.00%	22.11%	62.11%	15.79%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 43: STRATEGIES TO MEET DIVERSE PUPIL NEEDS.

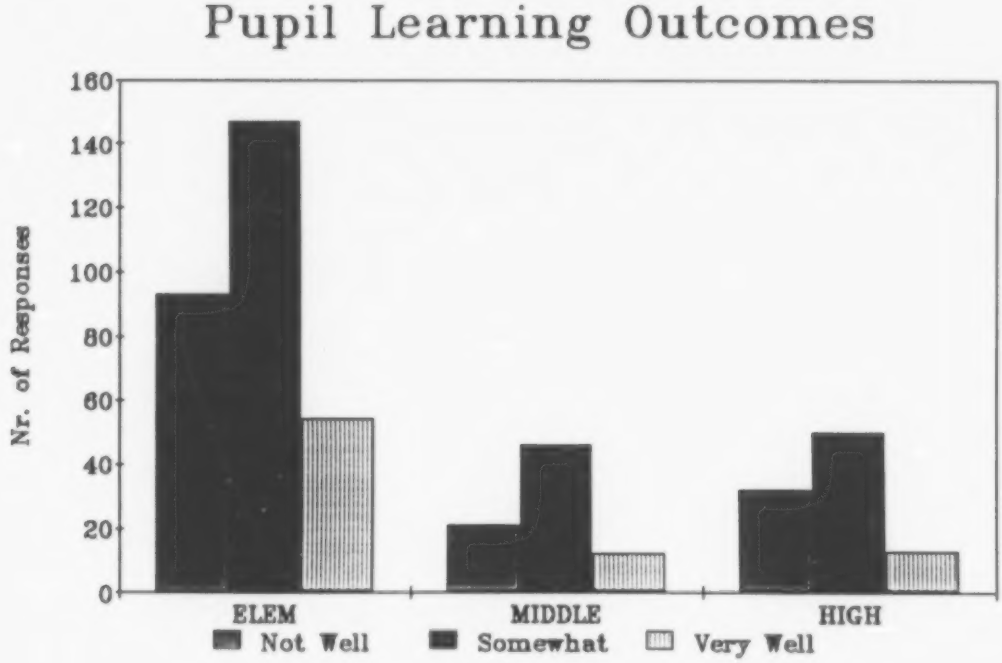
	n	1	2	3	NR	Mean
ALL	477	165	238	67	7	1.79
	100.00%	34.59%	49.90%	14.05%	1.47%	
ELEM	300	113	141	42	4	1.76
	100.00%	37.67%	47.00%	14.00%	1.33%	
MIDDLE	82	22	46	11	3	1.86
	100.00%	26.83%	56.10%	13.41%	3.66%	
HIGH	95	30	51	14	0	1.83
	100.00%	31.58%	53.68%	14.74%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 45: CONDITIONS THAT RESULT IN LOW- OR HIGH-LEVEL PUPIL LEARNING OUTCOMES.

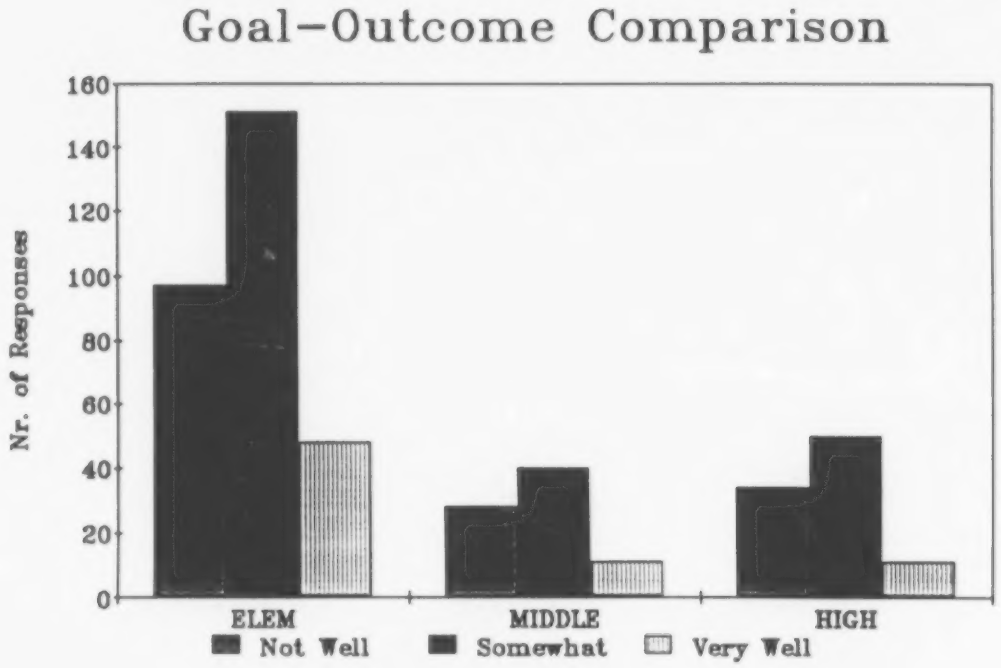
	n	1	2	3	NR	Mean
ALL	477	146	243	79	9	1.86
	100.00%	30.61%	50.94%	16.56%	1.89%	
ELEM	300	93	147	54	6	1.87
	100.00%	31.00%	49.00%	18.00%	2.00%	
MIDDLE	82	21	46	12	3	1.89
	100.00%	25.61%	56.10%	14.63%	3.66%	
HIGH	95	32	50	13	0	1.80
	100.00%	33.68%	52.63%	13.68%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 50: EFFECTIVE MEANS TO COMPARE CLASSROOM, SCHOOL, AND SCHOOL DISTRICT INSTRUCTIONAL GOALS TO OUTCOMES.

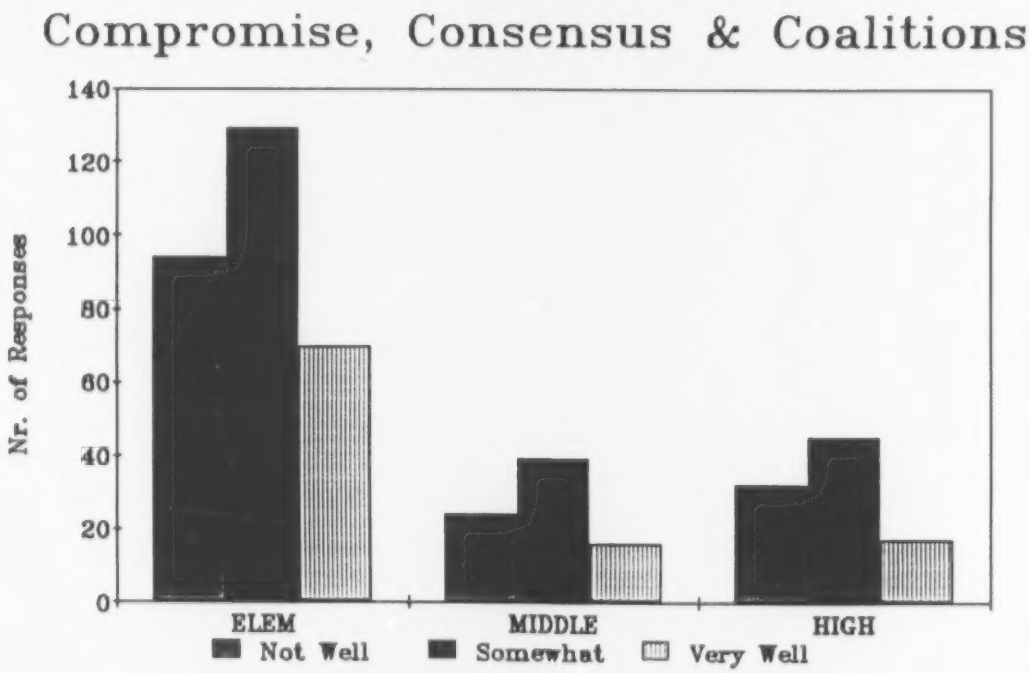
	n	1	2	3	NR	Mean
ALL	477	159	241	70	7	1.81
	100.00%	33.33%	50.52%	14.68%	1.47%	
ELEM	300	97	151	48	4	1.83
	100.00%	32.33%	50.33%	16.00%	1.33%	
MIDDLE	82	28	40	11	3	1.78
	100.00%	34.15%	48.78%	13.41%	3.66%	
HIGH	95	34	50	11	0	1.76
	100.00%	35.79%	52.63%	11.58%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 61: THEORY AND APPLICATIONS IN ACHIEVING COMPROMISE, CONSENSUS, AND COALITIONS TO ACHIEVE EDUCATIONAL GOALS.

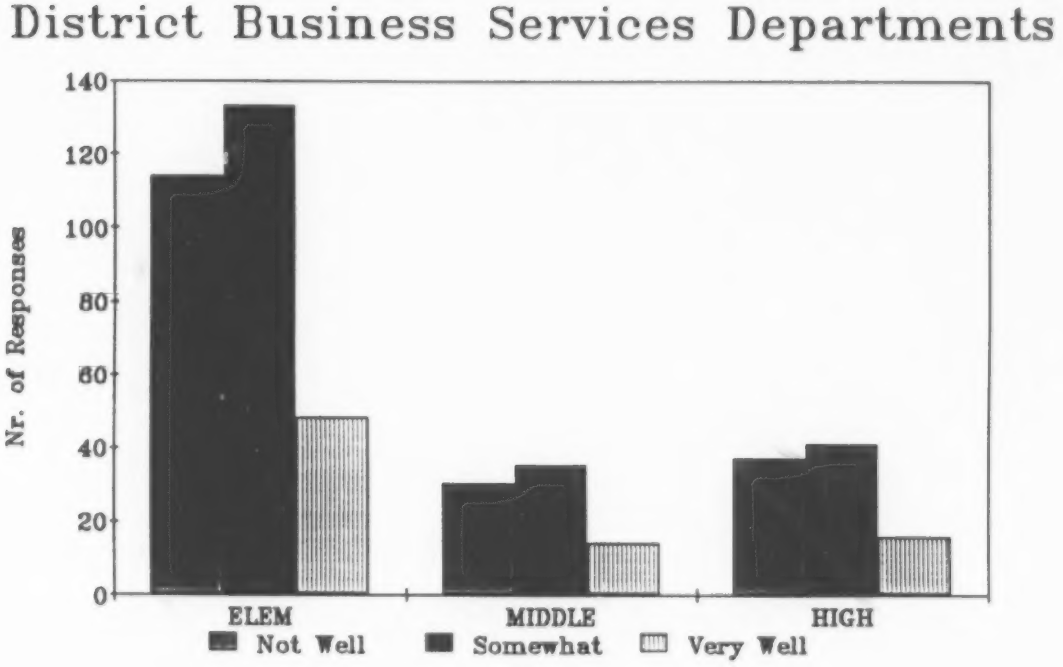
	n	1	2	3	NR	Mean
ALL	477	150	213	103	11	1.90
	100.00%	31.45%	44.65%	21.59%	2.31%	
ELEM	300	94	129	70	7	1.92
	100.00%	31.33%	43.00%	23.33%	2.33%	
MIDDLE	82	24	39	16	3	1.90
	100.00%	29.27%	47.56%	19.51%	3.66%	
HIGH	95	32	45	17	1	1.84
	100.00%	33.68%	47.37%	17.89%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 65: THE ORGANIZATION AND FUNCTIONING OF SCHOOL DISTRICT BUSINESS SERVICES DEPARTMENTS.

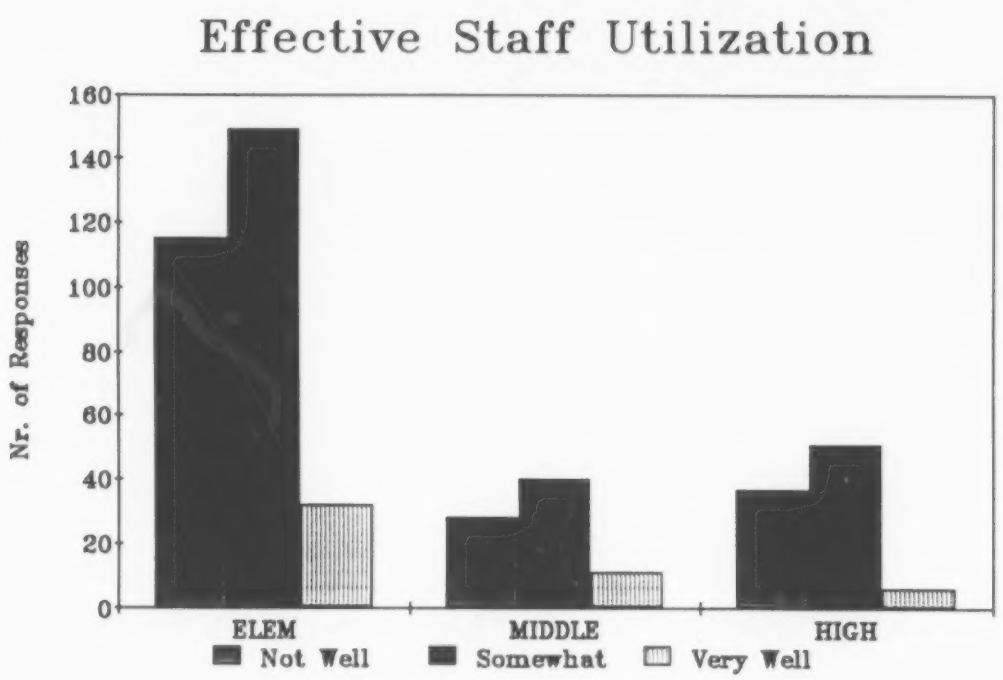
	n	1	2	3	NR	Mean
ALL	477	181	209	78	9	1.78
	100.00%	37.95%	43.82%	16.35%	1.89%	
ELEM	300	114	133	48	5	1.78
	100.00%	38.00%	44.33%	16.00%	1.67%	
MIDDLE	82	30	35	14	3	1.80
	100.00%	36.59%	42.68%	17.07%	3.66%	
HIGH	95	37	41	16	1	1.78
	100.00%	38.95%	43.16%	16.84%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 66: EFFECTIVE STAFF UTILIZATION PATTERNS WHICH COMBINE THE NEEDS AND ABILITIES OF STAFF, ORGANIZATIONAL CONSTRAINTS, AND AVAILABLE RESOURCES.

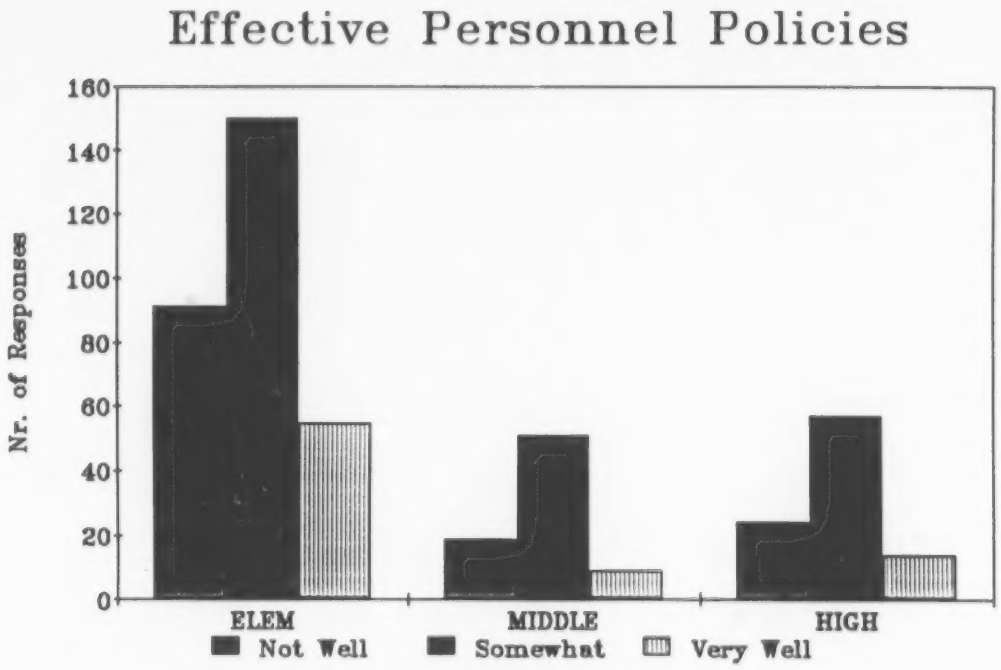
	n	1	2	3	NR	Mean
ALL	477	180	240	49	8	1.72
	100.00%	37.74%	50.31%	10.27%	1.68%	
ELEM	300	115	149	32	4	1.72
	100.00%	38.33%	49.67%	10.67%	1.33%	
MIDDLE	82	28	40	11	3	1.78
	100.00%	34.15%	48.78%	13.41%	3.66%	
HIGH	95	37	51	6	1	1.67
	100.00%	38.95%	53.68%	6.32%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 67: DEVELOPING AND IMPLEMENTING EFFECTIVE PERSONNEL POLICIES.

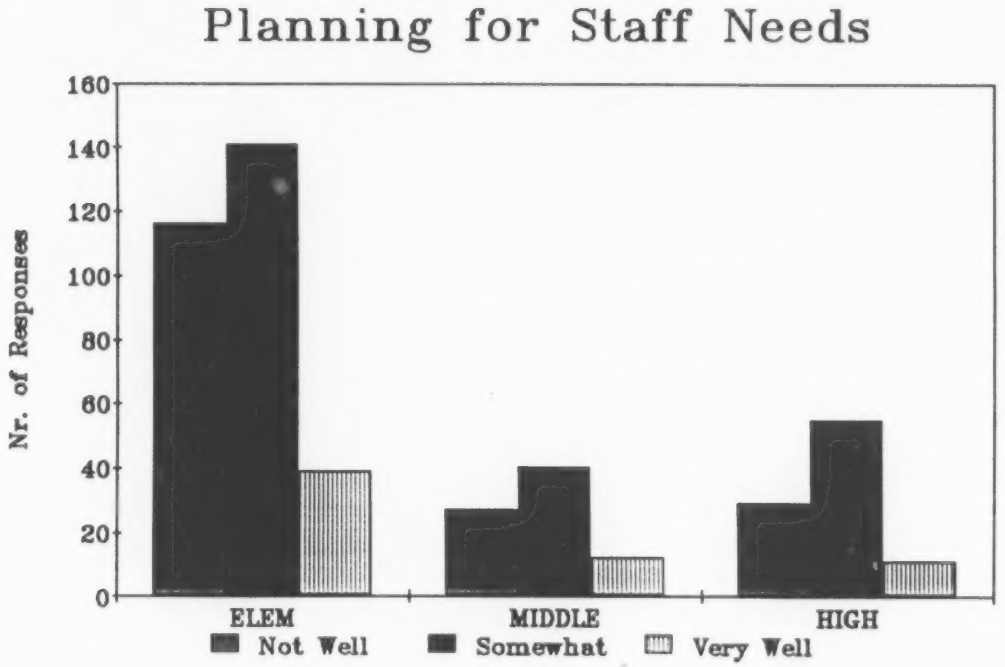
	n	1	2	3	NR	Mean
ALL	477	134	258	78	7	1.88
	100.00%	28.09%	54.09%	16.35%	1.47%	
ELEM	300	91	150	55	4	1.88
	100.00%	30.33%	50.00%	18.33%	1.33%	
MIDDLE	82	19	51	9	3	1.87
	100.00%	23.17%	62.20%	10.98%	3.66%	
HIGH	95	24	57	14	0	1.89
	100.00%	25.26%	60.00%	14.74%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 68: SHORT- AND LONG-RANGE PLANNING PROCEDURES FOR FILLING STAFF NEEDS.

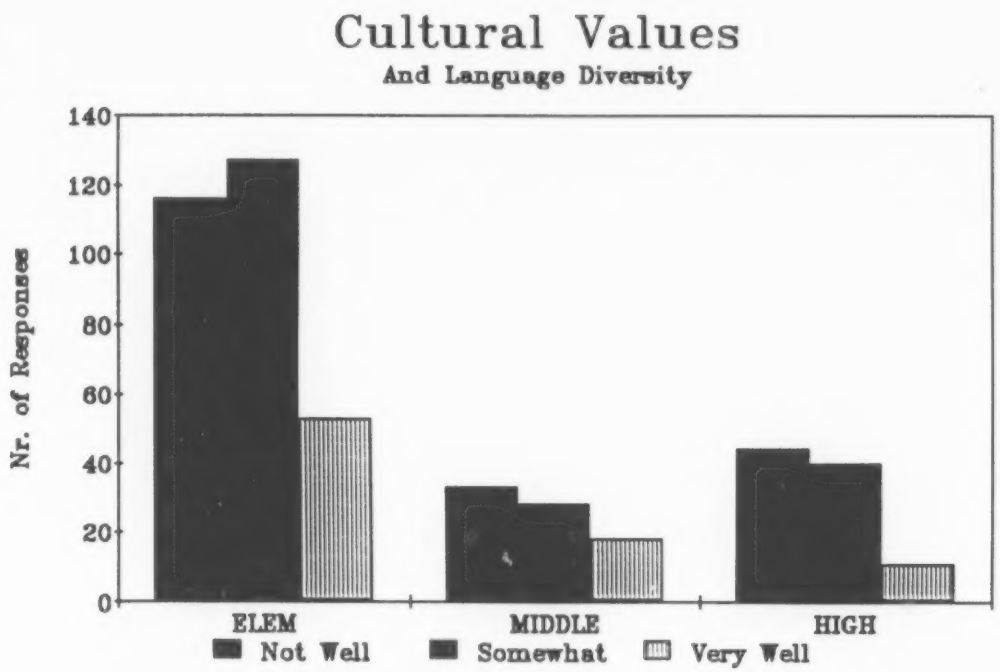
	n	1	2	3	NR	Mean
ALL	477	172	236	62	7	1.77
	100.00%	36.06%	49.48%	13.00%	1.47%	
ELEM	300	116	141	39	4	1.74
	100.00%	38.67%	47.00%	13.00%	1.33%	
MIDDLE	82	27	40	12	3	1.81
	100.00%	32.93%	48.78%	14.63%	3.66%	
HIGH	95	29	55	11	0	1.81
	100.00%	30.53%	57.89%	11.58%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 71: CONCEPTS OF CULTURAL VALUES AND LANGUAGE DIVERSITY

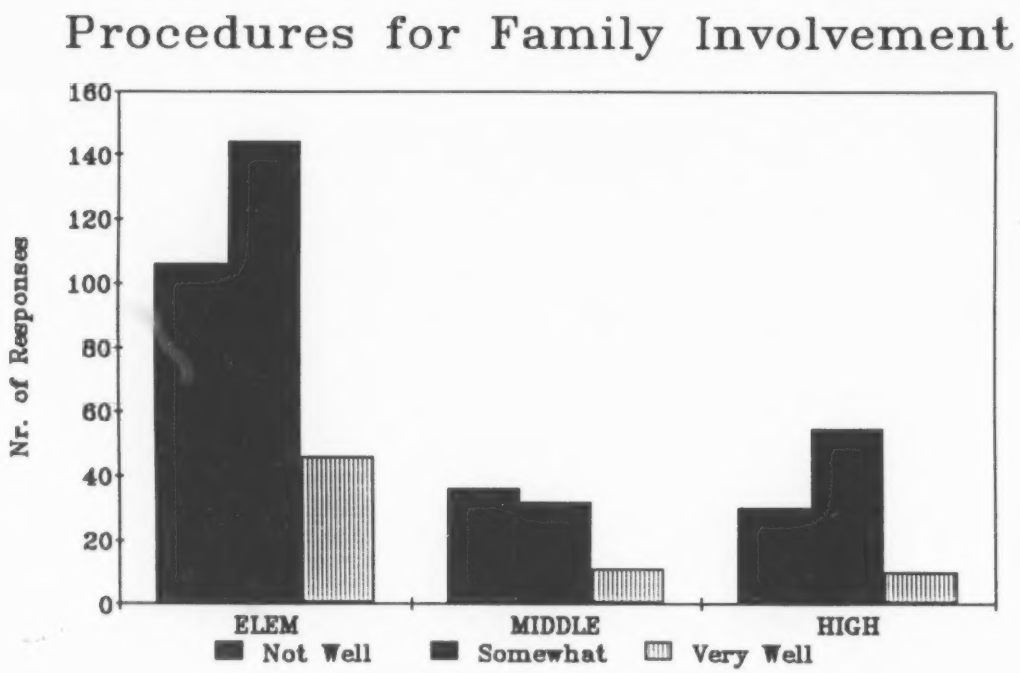
	n	1	2	3	NR	Mean
ALL	477	193	195	82	7	1.76
	100.00%	40.46%	40.88%	17.19%	1.47%	
ELEM	300	116	127	53	4	1.79
	100.00%	38.67%	42.33%	17.67%	1.33%	
MIDDLE	82	33	28	18	3	1.81
	100.00%	40.24%	34.15%	21.95%	3.66%	
HIGH	95	44	40	11	0	1.65
	100.00%	46.32%	42.11%	11.58%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 73: PRINCIPLES AND PROCEDURES FOR INVOLVING ALL PARENTS AND OTHER FAMILY MEMBERS IN SCHOOL ACTIVITIES AND IN REACHING EDUCATIONAL OBJECTIVES.

	n	1	2	3	NR	Mean
ALL	477	172	231	67	7	1.78
	100.00%	36.06%	48.43%	14.05%	1.47%	
ELEM	300	106	144	46	4	1.80
	100.00%	35.33%	48.00%	15.33%	1.33%	
MIDDLE	82	36	32	11	3	1.68
	100.00%	43.90%	39.02%	13.41%	3.66%	
HIGH	95	30	55	10	0	1.79
	100.00%	31.58%	57.89%	10.53%	0.00%	



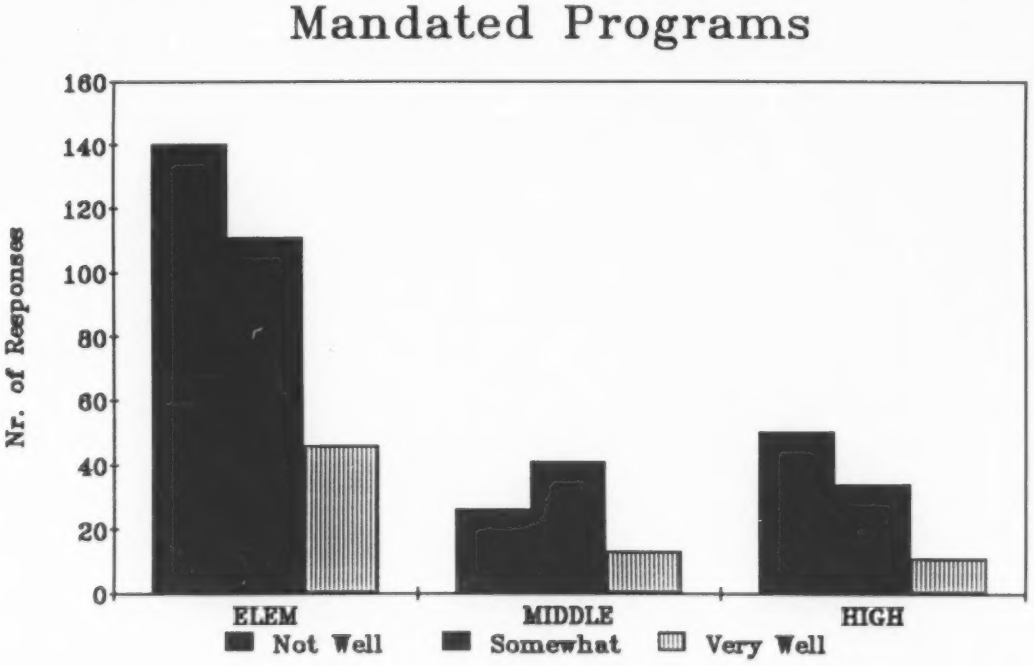
CATEGORY V

Elementary School Administrators Felt "Not Well" Prepared for....

How well did your education courses in higher education prepare you for ...

ITEM 12: IMPLEMENTATION PROCEDURES FOR STATE- AND FEDERAL-MANDATED SPECIAL PROGRAMS AND PROCEDURES.

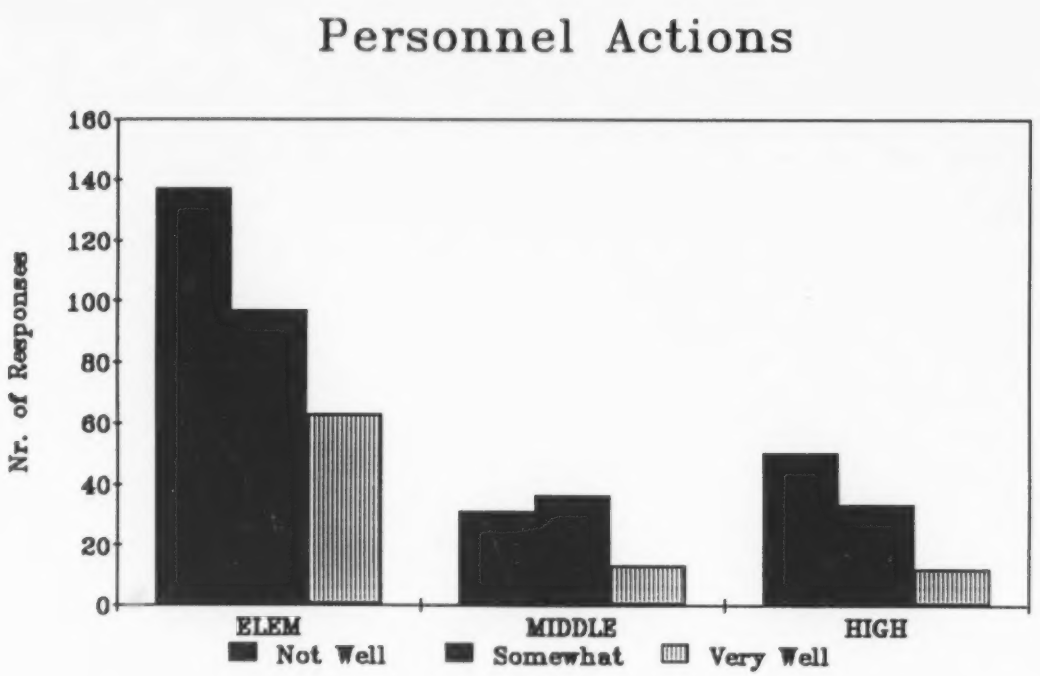
	n	1	2	3	NR	Mean
ALL	477	216	186	70	5	1.69
	100.00%	45.28%	38.99%	14.68%	1.05%	
ELEM	300	140	111	46	3	1.68
	100.00%	46.67%	37.00%	15.33%	1.00%	
MIDDLE	82	26	41	13	2	1.84
	100.00%	31.71%	50.00%	15.85%	2.44%	
HIGH	95	50	34	11	0	1.59
	100.00%	52.63%	35.79%	11.58%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 16: FUNDAMENTALS OF AFFIRMATIVE ACTION, RECRUITMENT, SELECTION, ASSIGNMENT, AND DISMISSAL OF STAFF.

	n	1	2	3	NR	Mean
ALL	477	218	166	88	5	1.72
	100.00%	45.70%	34.80%	18.45%	1.05%	
ELEM	300	137	97	63	3	1.75
	100.00%	45.67%	32.33%	21.00%	1.00%	
MIDDLE	82	31	36	13	2	1.78
	100.00%	37.80%	43.90%	15.85%	2.44%	
HIGH	95	50	33	12	0	1.60
	100.00%	52.63%	34.74%	12.63%	0.00%	

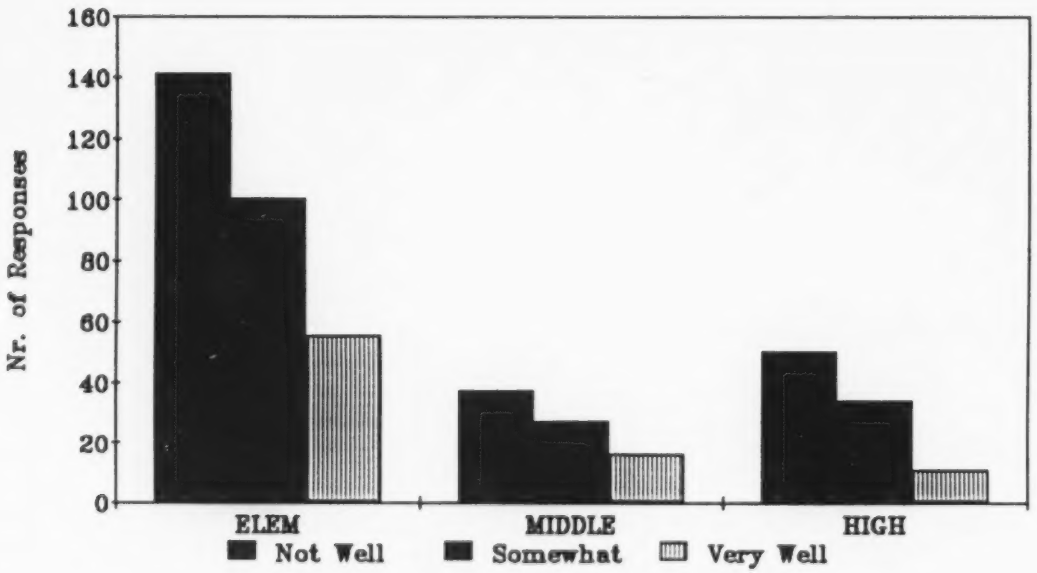


How well did your education courses in higher education prepare you for ...

ITEM 18: PERSONNEL RELATIONS, I.E., (A) FUNDAMENTALS OF COLLECTIVE BARGAINING, (B) INTERPRETING EMPLOYMENT CONTRACTS; AND (C) WORKING WITH A VARIETY OF FORMAL AND INFORMAL EMPLOYEE GROUPS.

	n	1	2	3	NR	Mean
ALL	477	228	161	82	6	1.69
	100.00%	47.80%	33.75%	17.19%	1.26%	
ELEM	300	141	100	55	4	1.71
	100.00%	47.00%	33.33%	18.33%	1.33%	
MIDDLE	82	37	27	16	2	1.74
	100.00%	45.12%	32.93%	19.51%	2.44%	
HIGH	95	50	34	11	0	1.59
	100.00%	52.63%	35.79%	11.58%	0.00%	

Personnel Relations

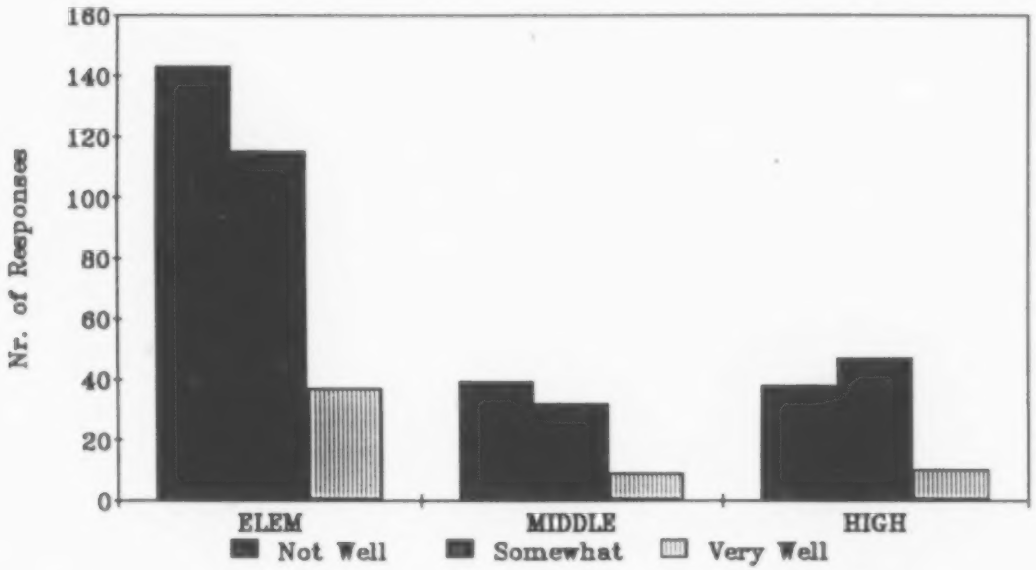


How well did your education courses in higher education prepare you for ...

ITEM 21: TECHNIQUES AND PROCEDURES FOR WORKING WITH COMMUNITY AGENCIES, SCHOOL SITE COUNCILS, AND OTHER QUASI-GOVERNING BODIES.

	n	1	2	3	NR	Mean
ALL	477	220	194	56	7	1.65
	100.00%	46.12%	40.67%	11.74%	1.47%	
ELEM	300	143	115	37	5	1.64
	100.00%	47.67%	38.33%	12.33%	1.67%	
MIDDLE	82	39	32	9	2	1.63
	100.00%	47.56%	39.02%	10.98%	2.44%	
HIGH	95	38	47	10	0	1.71
	100.00%	40.00%	49.47%	10.53%	0.00%	

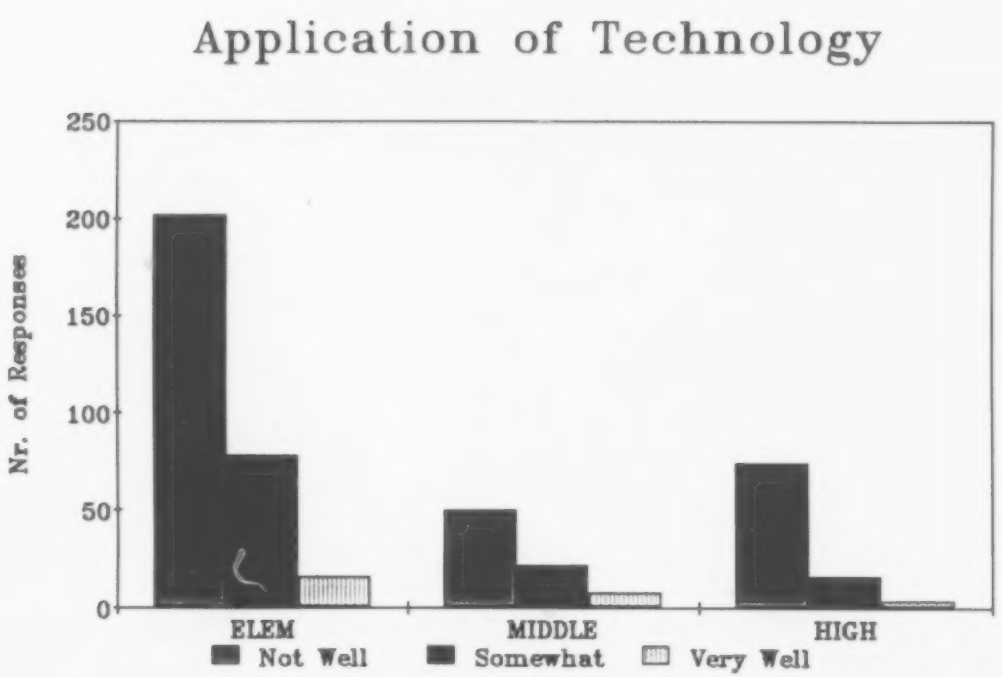
Quasi-Governing Bodies



How well did your education courses in higher education prepare you for ...

ITEM 32: APPLICATION OF COMPUTERS AND OTHER TECHNOLOGY.

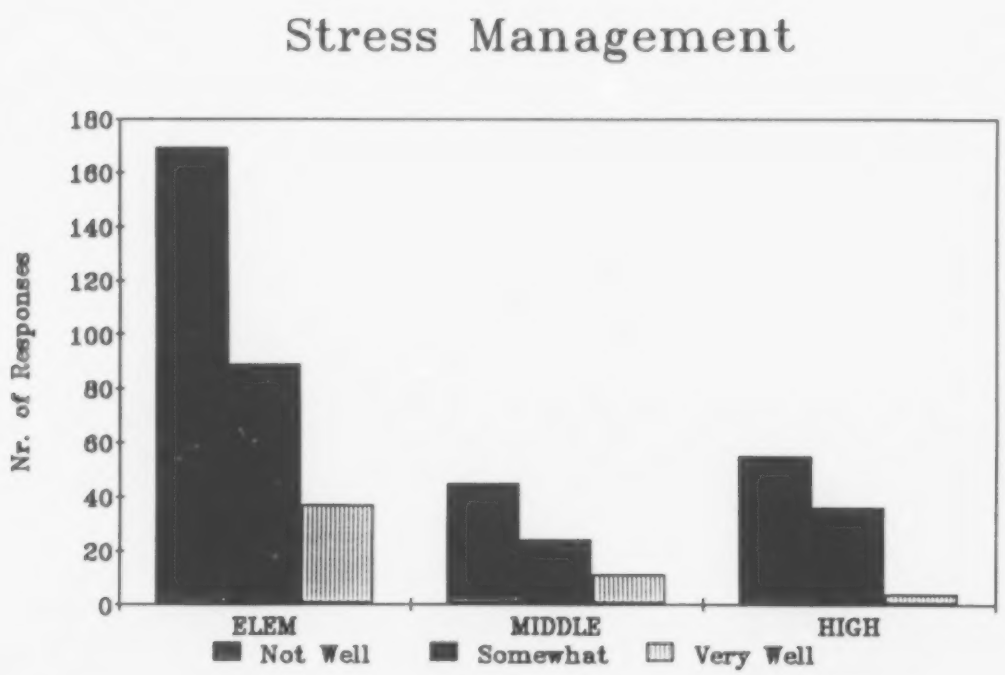
	n	1	2	3	NR	Mean
ALL	477	326	116	28	7	1.37
	100.00%	68.34%	24.32%	5.87%	1.47%	
ELEM	300	202	78	16	4	1.37
	100.00%	67.33%	26.00%	5.33%	1.33%	
MIDDLE	82	50	22	8	2	1.48
	100.00%	60.98%	26.83%	9.76%	2.44%	
HIGH	95	74	16	4	1	1.26
	100.00%	77.89%	16.84%	4.21%	1.05%	



How well did your education courses in higher education prepare you for ...

ITEM 35: PROCEDURES FOR STRESS MANAGEMENT.

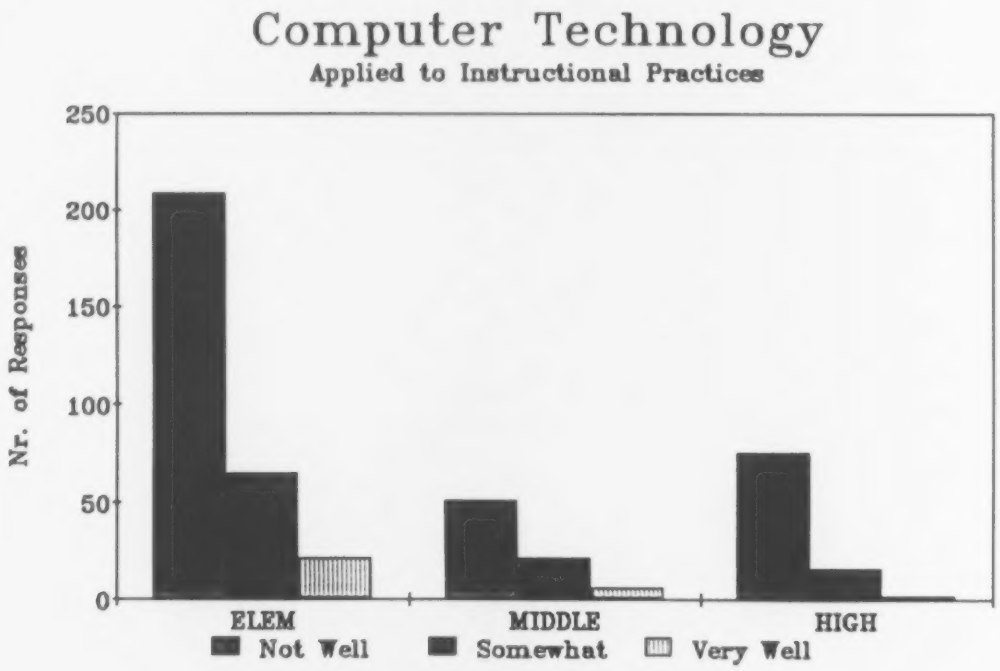
	n	1	2	3	NR	Mean
ALL	477	269	149	52	7	1.54
	100.00%	56.39%	31.24%	10.90%	1.47%	
ELEM	300	169	89	37	5	1.55
	100.00%	56.33%	29.67%	12.33%	1.67%	
MIDDLE	82	45	24	11	2	1.58
	100.00%	54.88%	29.27%	13.41%	2.44%	
HIGH	95	55	36	4	0	1.46
	100.00%	57.89%	37.89%	4.21%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 44: COMPUTER TECHNOLOGY APPLIED TO INSTRUCTIONAL PRACTICES.

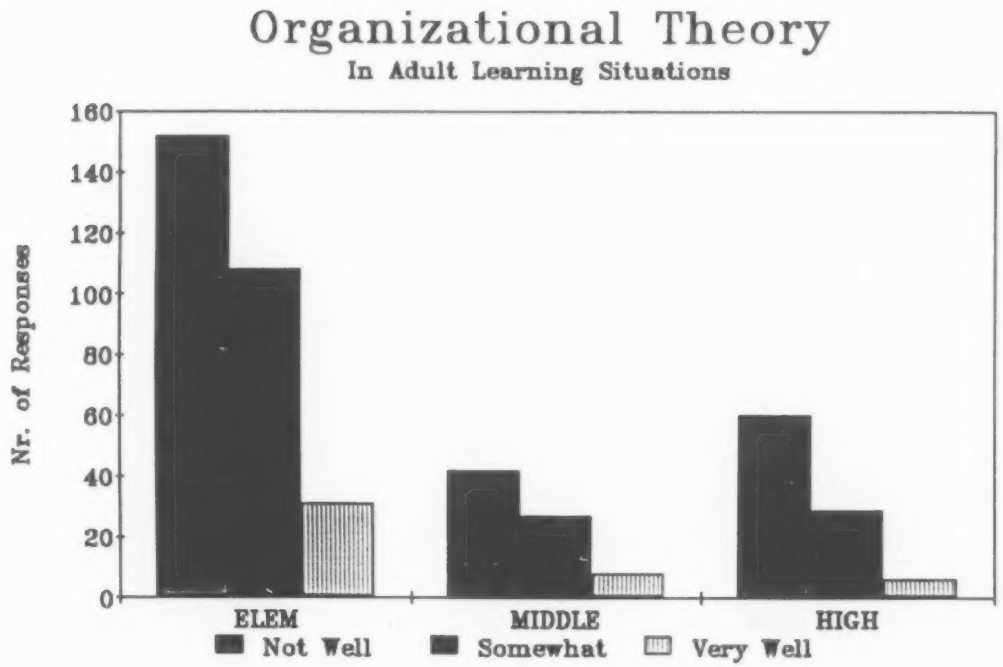
	n	1	2	3	NR	Mean
ALL	477	335	102	29	11	1.34
	100.00%	70.23%	21.38%	6.08%	2.31%	
ELEM	300	209	65	21	5	1.36
	100.00%	69.67%	21.67%	7.00%	1.67%	
MIDDLE	82	51	21	6	4	1.42
	100.00%	62.20%	25.61%	7.32%	4.88%	
HIGH	95	75	16	2	2	1.22
	100.00%	78.95%	16.84%	2.11%	2.11%	



How well did your education courses in higher education prepare you for ...

ITEM 53: THE APPLICATION OF KNOWLEDGE OF THE FUNCTIONING OF ORGANIZATIONS TO ADULT LEARNING AND PERFORMANCE.

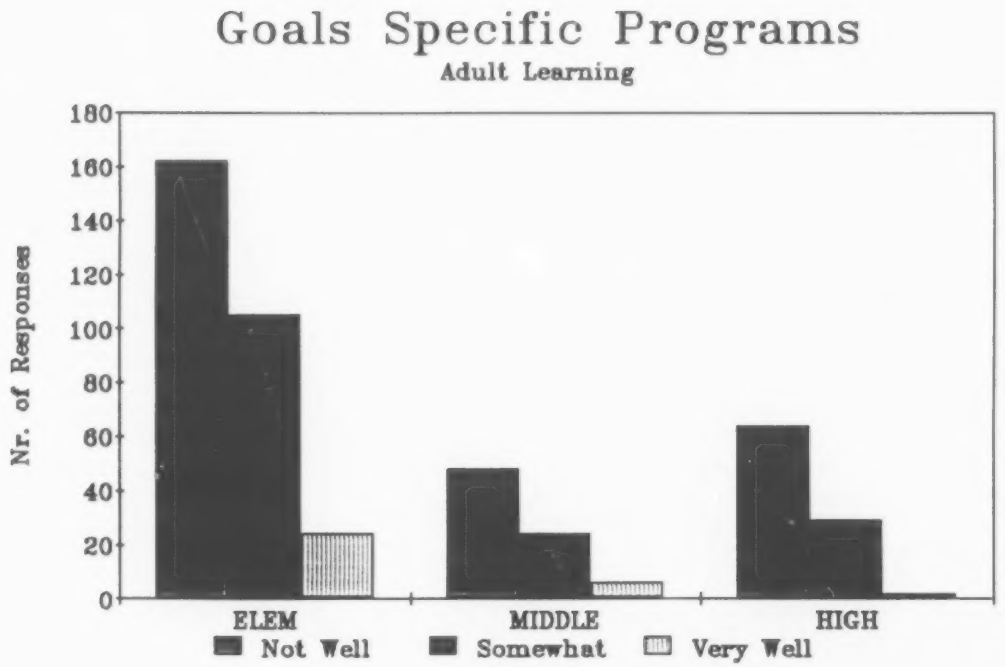
	n	1	2	3	NR	Mean
ALL	477	254	164	45	14	1.55
	100.00%	53.25%	34.38%	9.43%	2.94%	
ELEM	300	152	108	31	9	1.58
	100.00%	50.67%	36.00%	10.33%	3.00%	
MIDDLE	82	42	27	8	5	1.56
	100.00%	51.22%	32.93%	9.76%	6.10%	
HIGH	95	60	29	6	0	1.43
	100.00%	63.16%	30.53%	6.32%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 54: MEANS TO INTEGRATE ORGANIZATIONAL GOALS SPECIFIC PROGRAMS OF ADULT LEARNING.

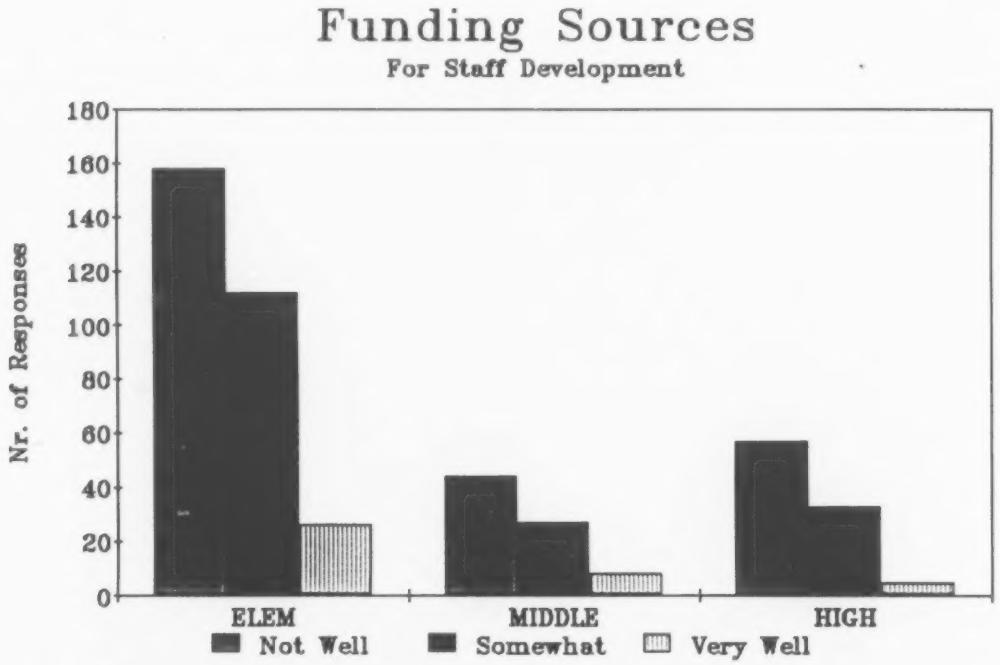
	n	1	2	3	NR	Mean
ALL	477	274	158	32	13	1.48
	100.00%	57.44%	33.12%	6.71%	2.73%	
ELEM	300	162	105	24	9	1.53
	100.00%	54.00%	35.00%	8.00%	3.00%	
MIDDLE	82	48	24	6	4	1.46
	100.00%	58.54%	29.27%	7.32%	4.88%	
HIGH	95	64	29	2	0	1.35
	100.00%	67.37%	30.53%	2.11%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 55: SOURCES OF FUNDING TO CARRY OUT STAFF DEVELOPMENT ACTIVITIES.

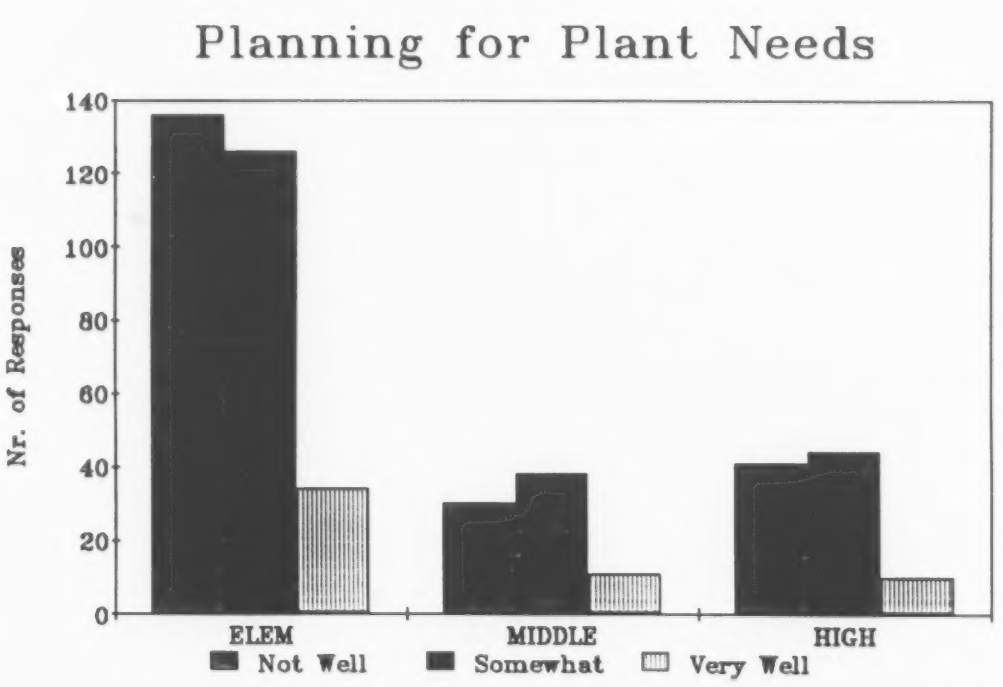
	n	1	2	3	NR	Mean
ALL	477	259	172	39	7	1.53
	100.00%	54.30%	36.06%	8.18%	1.47%	
ELEM	300	158	112	26	4	1.55
	100.00%	52.67%	37.33%	8.67%	1.33%	
MIDDLE	82	44	27	8	3	1.54
	100.00%	53.66%	32.93%	9.76%	3.66%	
HIGH	95	57	33	5	0	1.45
	100.00%	60.00%	34.74%	5.26%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 69: SHORT- AND LONG-RANGE PLANNING PROCEDURES FOR FILLING NEEDS FOR BUILDING, EQUIPMENT, AND SUPPLIES.

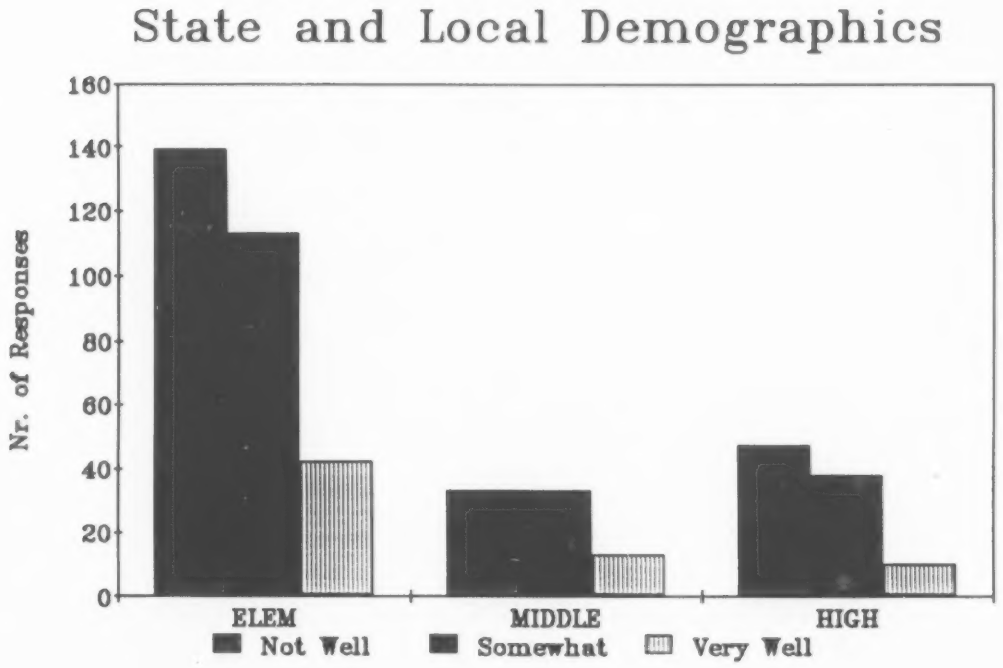
	n	1	2	3	NR	Mean
ALL	477	207	208	55	7	1.68
	100.00%	43.40%	43.61%	11.53%	1.47%	
ELEM	300	136	126	34	4	1.66
	100.00%	45.33%	42.00%	11.33%	1.33%	
MIDDLE	82	30	38	11	3	1.76
	100.00%	36.59%	46.34%	13.41%	3.66%	
HIGH	95	41	44	10	0	1.67
	100.00%	43.16%	46.32%	10.53%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 70: THE GENERAL ETHNIC, RACIAL, AND RELIGIOUS COMPOSITION OF THE STATE AND SPECIFIC COMPOSITION OF THE LOCAL COMMUNITY.

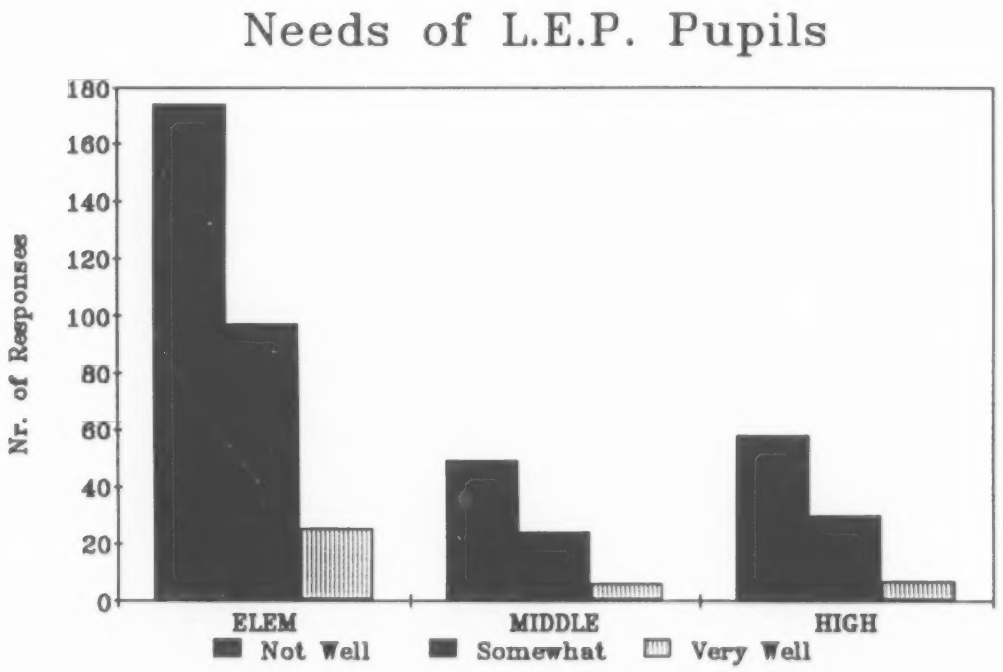
	n	1	2	3	NR	Mean
ALL	477	219	184	65	9	1.67
	100.00%	45.91%	38.57%	13.63%	1.89%	
ELEM	300	139	113	42	6	1.67
	100.00%	46.33%	37.67%	14.00%	2.00%	
MIDDLE	82	33	33	13	3	1.75
	100.00%	40.24%	40.24%	15.85%	3.66%	
HIGH	95	47	38	10	0	1.61
	100.00%	49.47%	40.00%	10.53%	0.00%	



How well did your education courses in higher education prepare you for ...

ITEM 72: PROGRAMS AND PROCEDURES FOR MEETING THE INSTRUCTIONAL NEEDS OF LIMITED-ENGLISH-PROFICIENCY PUPILS.

	n	1	2	3	NR	Mean
ALL	477	281	151	38	7	1.48
	100.00%	58.91%	31.66%	7.97%	1.47%	
ELEM	300	174	97	25	4	1.50
	100.00%	58.00%	32.33%	8.33%	1.33%	
MIDDLE	82	49	24	6	3	1.46
	100.00%	59.76%	29.27%	7.32%	3.66%	
HIGH	95	58	30	7	0	1.46
	100.00%	61.05%	31.58%	7.37%	0.00%	



Summary of Results

The value of research is in knowing what to do with the information once it is determined that statistically the findings are both valid and useful. In summarizing the results, it will be most beneficial in this case if we concentrate on what we need to improve upon and how we might accomplish this task. Furthermore, it is important to note the delimitations of this research process in order to more fully appreciate the findings while keeping the data in perspective.

Specifically, some of the respondents added comments to the survey instruments and informed the author that in some cases, coursework had been taken as long ago as twenty years. Thus, the response to the survey suggesting that higher education courses had not prepared them for their current position, in these cases, could also be interpreted to mean that either the curriculum did not reflect today's competencies needed for today's practicing administrators, or the respondents might not have been able to recall the content of their coursework due to the fact that they had attended classes so long ago.

In either case, the following summary specifically identifies the areas that the respondents felt that they were "Not Well" prepared in addition to their preference to who should teach the education administration courses.

Currently practicing elementary school administrators felt least prepared in the following areas:

1. Funding and laws regarding special programs
2. Issues related to the adult learner
3. Meeting the needs of limited english proficient pupils
4. Planning procedures for building, equipment, and supplies
5. Issues related to computer technology

In regard to the respondents preference on who should teach the courses in education administration, an overwhelming majority of the respondents, 87.4% preferred that university faculty who currently practice education administration in public schools, teach the courses in education administration.

Implications for Further Investigation

It is beneficial to take a serious look at what can be done further in terms of extrapolating the efforts of this research project for the purpose of developing additional studies in order to improve the quality of our programs and services. Specific to the Commission on Teaching Credentialing, this information should be useful in demonstrating an overview of how elementary school

administrators in the State of California feel about how effective institutions of higher education are in providing academic programs to students of education administration. Furthermore, the preference on "who should teach" the courses should be noted. The 87.4% reflected in the outcome of this study of those respondents preferring practicing administrators as teachers, is 87.4% of the total return of four hundred and seventy-seven surveys. In other words, four hundred and seventeen respondents are represented by this percentage. This is a significant percentage of the returns.

The primary purpose of this research project however, is in determining the short and long term impact it will have on National University's program in Education Administration. It is the authors intent to examine the results more closely, consult with colleagues, and create a strategy which realistically and earnestly responds to the survey.

The goal is to improve the academic quality of the program in addition to sharing the information with colleagues at other institutions of higher education so that more students might benefit. Additional outcomes of this effort will be realized in the future and documented as a follow-up in order that the process continues to assist in improving our academic program.

Further investigation might also include pilot surveys in individual school districts for the purpose of determining staff

development and professional growth needs for specific school administrators. For example, this survey might be distributed with modification in the primary question to read: Do you feel you need staff development in the following areas?

Conclusion

Research has value if it is utilized to improve programs and promote the commitment that we make to students. Whether in formal or informal settings, it is the responsibility of institutions of higher education to continue to produce documents which assist in program development, short and long range planning, and in providing a network of information which benefits our clientele. This is an awesome responsibility and an important part of what we do.

Our contributions must be forthright and beneficial to not only our students in institutions of higher education, but for those individuals who by other means, seek to improve their skills and consequently enhance their personal and professional identity.

Hopefully, this project helped to accomplish this mission, and also assisted in recognizing the unlimited responsibilities that we in institutions of higher still must face.

APPENDIX A - SAMPLE SURVEY

Dear Site Administrator:

I am currently involved with a program in educational administration that prepares teachers to become administrators and administrators to secure their clear administrative services credential.

I need your assistance in improving our program as well as sharing important feedback from this survey with other universities in the state. Please take a moment to fill out this form.

Your input is greatly appreciated.

1. What administrative credential do you possess?

   - ☐ Preliminary Administrative Services Credential
   - ☐ Clear Administrative Services Credential

2. What is your current position?

   - ☐ Elementary School Principal
   - ☐ Middle School/Jr. High Principal
   - ☐ High School Principal
   - ☐ Other_____

3. If you had a preference, would you prefer that education administration courses be taught by:

   - ☐ Practicing Administrators in Public Schools
   - ☐ Higher education faculty who are not currently practicing administrators in public schools.

Please circle the appropriate response:	Not Well	Somewhat	Very Well
How well did your education courses in higher education prepare you for.....			
1. Concepts of leadership	1	2	3
2. The administrator's role in group processes; i.e., self-evaluation procedures, fundamentals of human relations, and professional ethics.	1	2	3
3. Inter- and intra-organizational decision-making processes and techniques.	1	2	3
4. Concepts and procedures related to total development of a school climate which promotes pupil learning.	1	2	3
5. Fundamentals of short-term and long-range planning.	1	2	3
6. Major movements in American curriculum and instruction as a basis for contemporary instructional patterns.	1	2	3
7. Principles of human growth, development, and learning.	1	2	3
8. The appropriate roles of staff, parents, pupils, and community in curriculum development.	1	2	3
9. Procedures for curriculum development and implementation.	1	2	3
10. Supervision and evaluation of curriculum and instruction; i.e., (a) curriculum, including racial, cultural, and sex factors; (b) teaching and other instructional processes; and (c) pupil achievement.	1	2	3
11. Appropriate use of resources--human, fiscal, and other--to effect optimum procedures of school instruction.	1	2	3
12. Implementation procedures for state- and federal-mandated special programs and procedures.	1	2	3
13. Concepts and techniques of staff development.	1	2	3
14. Concepts and procedures related to direct services to pupils.	1	2	3
15. General concepts and principles of personnel management.	1	2	3
16. Fundamentals of affirmative action, recruitment, selection, assignment, and dismissal of staff.	1	2	3

Please circle the appropriate response:	Not Well	Somewhat	Very Well
17. Principles and processes for supervision and evaluation of certificated and classified staff.	1	2	3
18. Personnel relations; i.e., (a) fundamentals of collective bargaining; (b) interpreting employment contracts; and (c) working with a variety of formal and informal employee groups.	1	2	3
19. The roles of the school, parents, and the general community in the educational process.	1	2	3
20. Identifying and working with community influence groups; i.e., (a) relationships with ethnic, racial, and other minority groups; and (b) relationships with those private sector organizations that affect the school program.	1	2	3
21. Techniques and procedures for working with community agencies, school site councils, and other quasi-governing bodies.	1	2	3
22. The historical and current legal framework of American education and public schools.	1	2	3
23. Financing public schools in America; i.e., (a) historical and current sources and types of funding; (b) district-level and site-level funding and budgeting; and (c) financial implications of personnel contracts and other obligations.	1	2	3
24. Fundamental concepts of authority, power, and influence.	1	2	3
25. The governing roles of federal, state, and local agencies.	1	2	3
26. Functions of school boards and district administrations in governance and policy making.	1	2	3
27. The roles of professional organizations and unions.	1	2	3
28. The roles of emerging social groups and forces.	1	2	3
29. Developing, implementing, and evaluating goals, priorities, policies, and practices.	1	2	3
30. The use of data collection procedures in school management.	1	2	3
31. Principles of management of office, plant, and ancillary services.	1	2	3

Please circle the appropriate response:	Not Well	Somewhat	Very Well
32. Application of computers and other technology.	1	2	3
33. Communications; i.e., modes, policies, effects.	1	2	3
34. Procedures for pupil and staff conflict-resolution.	1	2	3
35. Procedures for stress-management.	1	2	3
36. The theory and functions of human organizations as independent social entities within American society.	1	2	3
37. Structuring and leading groups in a variety of organizational settings, to include school boards, parent and community groups, staff groups, and regional and state organizations.	1	2	3
38. Management strategies designed to achieve goals and objectives.	1	2	3
39. Human relations and the dynamics of groups.	1	2	3
40. Learning and instructional research and theory.	1	2	3
41. Educational trends and issues.	1	2	3
42. Current and emerging needs of society for the improvement of school curriculum and practices.	1	2	3
43. Strategies to meet diverse pupil needs.	1	2	3
44. Computer technology applied to instructional practices.	1	2	3
45. Conditions that result in low- or high-level pupil learning outcomes.	1	2	3
46. Evaluation of program and/or curriculum effectiveness.	1	2	3
47. Evaluation of teaching effectiveness.	1	2	3
48. Evaluation of staff performance.	1	2	3
49. Evaluation of pupil achievement.	1	2	3
50. Effective means to compare classroom, school and school district instructional goals to outcomes.	1	2	3
51. Evaluating the role and effectiveness of specially-funded educational programs.	1	2	3

Please circle the appropriate response:	Not Well	Somewhat	Very Well
52. Collective planning with other administrators and participants for instructional strategies for adult learners.	1	2	3
53. The application of knowledge of the functioning of organizations to adult learning and performance.	1	2	3
54. Means to integrate organizational goals with specific programs of adult learning.	1	2	3
55. Sources of funding to carry out staff development activities.	1	2	3
56. The legal framework of national, state and local schools, to include statutory and constitutional provisions pertaining to equal access to public education.	1	2	3
57. Political jurisdictions and bodies that make and/or affect state and local educational policy.	1	2	3
58. The application of established legal principles to policies and practices at the local school and district level.	1	2	3
59. Political forces that directly or indirectly have effect upon school practices.	1	2	3
60. Sociological forces that directly or indirectly have effect upon school practices.	1	2	3
61. Theory and application in achieving compromise, consensus, and coalitions to achieve educational goals.	1	2	3
62. School district-level funding and budgeting.	1	2	3
63. Financial effects of personnel and other contractual obligations.	1	2	3
64. Current problems affecting school financing on state and local levels.	1	2	3
65. The organization and functioning of school district busines services departments.	1	2	3
66. Effective staff utilization patterns which combine the needs and abilities of staff, organizational constraints, and available resources.	1	2	3

67.	Developing and implementing effective personnel policies.	1	2	3
68.	Short- and long-term planning procedures for filling staff needs.	1	2	3
69.	Short-and long-range planning procedures for filling needs for building, equipment and supplies.	1	2	3
70.	The general ethnic, racial and religious composition of the state and the specific composition of the local community.	1	2	3
71.	Concepts of cultural values and language diversity.	1	2	3
72.	Programs and procedures for meeting the instructional needs of limited-English-proficient pupils.	1	2	3
73.	Principles and procedures for involving all parents and other family-members in school activities and in reaching education objectives.	1	2	3